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ABSTRACT

This coordinator's guide consists of materials for use in implementing four individualized units that have been developed for students enrolled in cooperative part-time training and are employed in a food store. Addressed in the individual units are the following occupations: bagger (DOT No. 920.687-014), cashier-checker (DOT No. 211.462-014), and stock clerk (DOT No. 299.367-014). Each unit contains a student progess chart, suggested teaching procedures, answers to the unit assignment sheets and test, a job description and alternate titles, an objective sheet, a series of information and assignment sheets, and a unit test. The coordinator's guide also provides suggested alternatives for use in dealing with various types of disadvantaged students, including slow learners and slow readers. (MN)

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FOOD DISTRIBUTION OCCUPATIONS

CASHIER-CHECKER; BAGGER; STOCK CLERK

Coordinator's Guide

Prepared by Durwin Hohhertz

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COORDINATOR'S GUIDE

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PREFACE

This study guide contains three individualized guides developed for students enrolled in Cooperative Part-Time Training and employed in a food store as a Bagger, Cashier-Checker, or Stock Clerk. Each self-paced unit is composed of information about one specific occupation. The study material is designed to provide the student with general information for immediate assistance on the job, and specific information which will relate to later on-the-job work experiences.

Even though these study guides are individualized, the coordinator should closely supervise each student's studies. To allow the coordinator to better direct the learning activities, both coordinator guides and student manuals are available. A progress chart, included in both the coordinator's guide and the student manual, allows the coordinator to pinpoint the progress each student has made toward each objective in the sequence of completion.

The coordinator's guide provides information and suggested activities that will assist in providing additional learning experiences for the student. Also included are suggested alternatives the coordinator may use in dealing with various types of disadvantaged students, including the slow-learner, and slow-reader. Other information sheets and assignments may be added to the study guide if requested by the employer.

The student manual should be used by the student in completing each assignment, and also as a reference throughout the job training period. This manual gives directions for both written assignments and individual involvement activities. The written assignments should be handed in to the coordinator, and individual involvement activities should be performed in class under the coordinator's supervision. Answer sheets are provided for assignment sheets and tests; however, a student should also be graded on individual participation. Both tests and assignments should be graded and returned to the students to be kept for reference in their notebooks.

A coordinator may have a student complete one or more related study guides in instances when a supervisor requires the student to perform responsibilities of two or more job titles within Food Distribution Occupations. If a student easily accomplishes all of the assignments and studies in one guide, that student might be required to complete all available study guides for Food Services Occupations. This will prepare the student for occupational advancement, or for entrance into the free enterprise system, or as an owner of a food service establishment.

The coordinator also is encouraged to read the sheets titled Suggested Teaching Procedures, found in the front of each coordinator's guide, for suggestions on additional activities, and for explanation of students' assignments. Although student manuals may be purchased individually, the coordinator may reproduce the information, assignment, or test sheets for other students in the class.

For information on other food distribution study guides, contact the Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas, 75428.

ACKNOWLEDGMENTS

The expertise of many coordinators across the state has contributed to the initial development of these Food Distribution study guides. Much credit is due them for their contributions of information and activities for these publications, which will be made available to other Cooperative Part-Time Training programs.

We extend special thanks to those members of the CVAE Cooperative Part-Time Advisory Committee who field-tested the first study guides developed, and later provided periodic evaluations and comments to be used in revisions and further development.

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We also thank the Instructional Materials center at the University of Texas at Austin for their contributions.

Section I

BAGGER

DOT NO. 920.687-014

BAGGER

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Progress Chart for

BAGGER

D.O.T. #920.687-014

Name ______________________

School ______________________

		Date Completed
INFORMATION SHEET 1	TERMS TO CONSIDER	
ASSIGNMENT SHEET 1	RELATING TERMS TO A BAGGER'S DUTIES	
ASSIGNMENT SHEET 2	IMPROVING YOUR VOCABULARY	
Test	Part 1	
OBJECTIVE	Point out the correct use of terms associated with bagging groceries at a store.	
INFORMATION SHEET 2	ESTABLISHING GOOD WORKING HABITS	
ASSIGNMENT SHEET 3	SELECTING GOOD WORK HABITS	
ASSIGNMENT SHEET 4	ANALYZE WORK HABITS	
Test	Part 2	
OBJECTIVE	Point out ways for the bagger to establish good work habits.	
INFORMATION SHEET 3	SELECTING GOOD WORK HABITS	
ASSIGNMENT SHEET 5	COURTESY RATING TEST	
ASSIGNMENT SHEET 6	DEMONSTRATING CUSTOMER COURTESY	
Test	Part 3	
OBJECTIVE	Select the correct customer courtesy techniques at a food store.	
INFORMATION SHEET 4	YOUR APPEARANCE	
ASSIGNMENT SHEET 7	QUESTIONING YOUR APPEARANCE	
Test	Part 4	
OBJECTIVE	Point out proper grooming for a bagger.	
INFORMATION SHEET 5	BAGGING PROCEDURES	
ASSIGNMENT SHEET 8	EXPLAINING HOW TO BAG	
ASSIGNMENT SHEET 9	SELECTING THE CORRECT BAGGING METHODS	
Test	Part 5	
OBJECTIVE	Demonstrate the correct bagging procedures for groceries.	

		Date Completed
INFORMATION SHEET 6	SPECIAL INSTRUCTIONS	
ASSIGNMENT SHEET 10	TESTING YOUR BAGGING SKILLS	
Test	Part 6	
OBJECTIVE	Identify bagging instructions for special items.	
INFORMATION SHEET 7	CARRY-OUT	
ASSIGNMENT SHEET 11	FIGURING THE COST OF AN ACCIDENT	
Test	Part 7	
OBJECTIVE	Demonstrate the correct carry-out procedures.	
INFORMATION SHEET 8	WHAT ARE MY OTHER RESPONSIBILITIES	
ASSIGNMENT SHEET 12	MERCHANDISE IN THE STORE	
ASSIGNMENT SHEET 13	LOCATING STORE ITEMS	
Test	Part 8	
OBJECTIVE	Point out the other responsibilities of a bagger.	

This student has completed the indicated training under my supervision

Instructor

BAGGER

SUGGESTED TEACHING PROCEDURES FOR THE COORDINATOR

I. Objective Sheet

- A. Discuss each objective with the student.
- B. Explain the relationship of each to the student.
- C. Have the student complete the objectives in the most logical sequence for the training station.

  (Note: A change of sequence is necessary only when a student changes jobs during the year, or an employer requests training in a specific area.)

- D. Add additional objectives necessary for the training station.

II. Information and Corresponding Assignment Sheets

- A. INFORMATION SHEET 1--TERMS TO CONSIDER
  - 1. Use as a glossary of terms.
  - 2. Use the following assignment sheets to reinforce this area of information:
    - a. ASSIGNMENT SHEET 1--RELATING TERMS TO A BAGGER'S DUTIES

      (Note: Provide the students with examples of job-related cartoons.)

    - b. ASSIGNMENT SHEET 2--IMPROVING YOUR VOCABULARY

      (Note: Group activities should be developed so that students learn the job-related terminology for various training stations.)

- B. INFORMATION SHEET 2--ESTABLISHING GOOD WORK HABITS
  - 1. Use the following assignment sheets to reinforce this area of information.
    - a. ASSIGNMENT SHEET 3--SELECTING GOOD WORK HABITS

      (Note: Collect copies of the work policies from different stores for students to review while completing this activity.)

b. ASSIGNMENT SHEET 4--ANALYZE WORK HABITS

(1) Discuss the rating sheet with the student.

(2) Recommend ways the student can improve work habits.

2. Discuss work habits with the total class.

3. Have students discuss work habit differences for various jobs.

C. INFORMATION SHEET 3--CUSTOMER COURTESY

1. Use the following assignment sheets to reinforce this area of information:

a. ASSIGNMENT SHEET 5--COURTESY RATING TEST

(Note: This courtesy sheet may be used for a group activity since at many training stations the students will be dealing with customers.)

b. ASSIGNMENT SHEET 6--DEMONSTRATING CUSTOMER COURTESY

(1) Assist the student with the preparation of the activity selection.

(2) Set a date for the student to present the selection to the class.

2. Have the class form committees to present the importance of courtesy to customers in a class discussion.

3. Allow the committees to prepare posters explaining their discussions.

4. Arrange for a guest speaker from a local business to discuss courtesy with the class.

D. INFORMATION SHEET 4--YOUR APPEARANCE

1. Use ASSIGNMENT SHEET 7--QUESTIONING YOUR APPEARANCE to reinforce this area of information.

a. Assist the student with the selection for class presentation.

b. Have the class brainstorm types of customer reactions for those that select Activity D.

2. Have an individual with expertise on grooming speak to the class on good grooming techniques.

EXAMPLES: Hair stylist, cosmetologist, home economics instructor.

E. INFORMATION SHEET 5--BAGGING PROCEDURES

1. Use the following assignment sheets to reinforce this area of information:

    a. ASSIGNMENT SHEET 8--EXPLAINING HOW TO BAG

        (1) Assist the student with the selection for class presentation.

        (2) Set a date for the student to make the presentation.

    b. ASSIGNMENT SHEET 9--SELECTING THE CORRECT BAGGING METHODS

2. Have the student visit another food store to observe the bagging procedures that other baggers use.

3. Set aside class time for student demonstration.

F. INFORMATION SHEET 6--SPECIAL INSTRUCTIONS

1. Use ASSIGNMENT SHEET 10--TESTING YOUR BAGGING SKILLS to reinforce this area of information.

    (Note: Have students list special bagging techniques, used by their stores, not mentioned on the assignment sheet.)

2. Bring several sizes of bags and some empty bleach bottles, soft drink bottles, pies, or fruit for the student to use in demonstrating special bagging procedures to the class.

G. INFORMATION SHEET 7--CARRY-OUT

1. Use ASSIGNMENT SHEET 11--FIGURING THE COST OF AN ACCIDENT to reinforce this area of information.

2. Have the student explain the safety value of correctly placing bags in the car.

3. Explain to the class how costly accidents can be to a business.

H. INFORMATION SHEET 8--WHAT ARE MY OTHER RESPONSIBILITIES?

1. Use the following assignment sheets to reinforce this area of information:

    a. ASSIGNMENT SHEET 12--MERCHANDISE IN THE STORE

        (1) Assist the student with the activity selection.

(2) Bring empty food containers to use in Activity A.

b. ASSIGNMENT SHEET 13--LOCATING STORE ITEMS

(1) Display on the class bulletin board the diagram of merchandise in the store.

(2) Bring a newspaper with the store's advertisements for specials and have the student show the location of each.

III. Answers to Assignment Sheets

A. Some of the assignment sheet answers will vary according to the training station and should be graded individually.

B. Many assignment sheets do not have specific answers but depend on student participation.

IV. Test

A. The test is divided into eight parts.

1. Each part covers one information sheet.

2. Each part has various types of test questions.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed studying the information in one information sheet or area.

2. Give the entire test upon completion of the study guide and assignments.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any information areas or sheets added to the study guides.

V. Answers to the Study Guide Test Parts.

VI. References

A. Modern Supermarket Operation. Pauline W. Burbrink, The University of Texas, Instructional Materials Center, Distributive Education Dept., Austin, Texas, 1969.

B. Food Service. Melvine S. Hatchett, The University of Texas, Instructional Materials Center, Distributive Education Dept., Austin, Texas, 1970.

C. How to Key Customers' Buying In a Self-Service Store. The National Cash Register Company, Dayton, Ohio.

D. The Label Tells the Story. Grocery Manufacturers of America, Inc., 205 East 42nd Street, New York, 10017.

E. Courtesy. Ideal Food Stores, a division of Allied Supermarkets, Liberal, Kansas 67901.

F. Handling Coupons, An Instructional Course For Cash Register Operators. Ideal Food Stores, a division of Allied Supermarkets, Liberal, Kansas 67901.

G. Handling Food Stamps, An Instructional Course For Cash Register Operators. Ideal Food Stores, a division of Allied Supermarkets, Liberal, Kansas 67901.

H. Weigh It, Instruction Course For Front-End Weighing. Ideal Food Stores, a division of Allied Supermarkets, Liberal, Kansas 67901.

I. Merchandise In Action. Lee W. Dyer, The University of Texas, Instructional Materials Center, Austin, Texas, 1972.

J. Front End Operators. Robert R. Luter, The University of Texas, Instructional Materials Center, Austin, Texas, 1977.

K. Eye Gate Media 1979. H550B "Supermarket Manager", 146-01 Archer Avenue, Jamaica, New York 11435.

BAGGER

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1

Evaluated to the satisfaction of the instructor

Assignment Sheet 2

A. Answer should include:

1. Read things you like to read.
2. Listen to what people around you say.
3. Use the words you learn.
4. Learn to use synonyms.

B. & C. Evaluated to the satisfaction of the instructor

Assignment Sheet 3

A. Answer should include 10 of the following:

1. Likes people
2. Knows the store's merchandise
3. Is cooperative
4. Displays honesty
5. Shows initiative
6. Is ambitious
7. Exhibits loyalty
8. Is particular about appearance
9. Remains friendly and cheerful
10. Can be tactful
11. Shows enthusiasm
12. Tries to be considerate
13. Can always be dependable
14. Keeps things orderly
15. Proves to be industrious

B. Discussion should be around the following areas:

1. Using the most effective methods with the least cost of time and supplies.

2. Keeping order.

3. Working quietly.

C. Description should include following points:

The bagger's basic responsibilities are to:

1. Take an interest in one's work.

2. Use initiative.

3. Show a willingness to follow rules.

4. Develop the ability to do the job.

D. & E. Evaluated to the satisfaction of the instructor.

Assignment Sheets 4-8

Evaluated to the satisfaction of the instructor.

Assignment Sheet 9

A. Incorrect--Bread and other crushables should always be placed on top in the sack.

B. Incorrect--Bag is overloaded with heavy cans. Heavy items should always be split between several bags.

C. Incorrect--Bottles should be placed in the center of the bag and surrounded by boxes or other padding. Light bulbs and other easily broken items should be double bagged.

D. Correct.

Assignment Sheet 10

A. Cakes and pies should be placed bottom-side down in a sack and hand carried to the car.

B. Poisonous chemicals should be placed in a separate bag from foods.

C. Evaluated to the satisfaction of the instructor.

Assignment Sheet 11

A.	Estimated cost of labor	$	hourly wage x time
	Total cost of damaged food items	$15.31	
	Total loss		

(Note: Total will depend on estimated cost of labor for the accident.)

B.
1. The cart should have been taken down the ramp instead of off the curb.
2. The bagger.
3. Yes, the accident could equal the bagger's wages for a week because the loss of the groceries, the labor cost of the bagger, stocker, and checker, plus the possible loss of customers when they do not return to the store can easily amount to a large amount of money.
4. Evaluated to the satisfaction of the instructor.
5. If an accident occurs, the bagger should apologize for the inconvenience and tell the customer that the items will be replaced by the store.
6. The answer should be No.

Assignment Sheets 12 & 13

Evaluated to the satisfaction of the instructor.

BAGGER

ANSWERS TO TEST

Part 1

		True	False
1.	a.	✓	
	b.	✓	
	c.		✓
	d.		✓
	e.	✓	
	f.	✓	
	g.	✓	
	h.		✓
	i.	✓	
	j.		✓
	k.		✓
	l.	✓	
	m.		✓
	n.	✓	

2.	a.	7
	b.	4
	c.	1
	d.	6
	e.	5
	f.	3
	g.	2

3.	a.	
	b.	✓
	c.	
	d.	✓
	e.	✓
	f.	
	g.	✓

4.	a.	✓
	b.	
	c.	
	d.	✓
	e.	✓
	f.	✓
	g.	✓

I-T12

Part 2

1. a. Use initiative
    b. Take an interest in your work
    c. Show a willingness to follow rules
    d. Develop your ability to do the job

2. a. ✓
    b. ✓
    c.
    d. ✓
    e.
    f. ✓
    g.
    h. ✓
    i. ✓
    j.

3. a. T
    b. T
    c. T
    d. F
    e. F
    f. F
    g. T
    h. T
    i. F
    j. T
    k. F
    l. F

Part 3

1. a.
    b. ✓
    c.
    d. ✓
    e.
    f.
    g.
    h.

2. a.
    b. ✓
    c.
    d. ✓
    e.
    f.
    g. ✓
    h.
    i.

3. Answer should include:

   You may improve your techniques of courtesy to the customer by:

   a. Watching the experienced employees to see how they work around customers.

   b. Keep the attitude of "I'm going to be friendly to everyone today!"

   c. Evaluate yourself often and consider how others see you.

Part 4

1. a. 2
   b. 3
   c. 3
   d. 1

2. a.
   b. ✓
   c. ✓
   d.
   e. ✓

3. a. ✓
   b. ✓
   c. ✓
   d.
   e. ✓

4. a. Good health
   b. A daily bath
   c. Deodorant
   d. Clean teeth
   e. Clean, combed hair
   f. Clean, well-manicured hands
   g. Proper jewelry
   h. A clean, neat uniform

5. The baggers should display a pleasant manner.

   a. To put the customers at ease and in a good mood.

   b. To provide a better working relationship among employees.

6. a. ✓
   b. ✓
   c. ✓
   d.

7. a. yes
   b. yes
   c.
   d. yes
   e.

Part 5

1. a. False
   b. False
   c. True
   d. False
   e. False
   f. True
   g. True
   h. False
   i. False
   j. True

2. a. 5
   b. 3
   c. 4
   d. 1
   e. 2
   f. 6

Part 6

1. a. (1) hand-carried
   b. (2) bagged so that it is padded with other items
   c. (3) canned foods
   d. (2) double bagged and placed on top of the other merchandise
   e. (1) three inches

2. a. ✓
   b.
   c.
   d. ✓

Part 7

1. a. ✓
   b.
   c. ✓
   d.
   e. ✓
   f. ✓

2. a.
   b.
   c. ✓
   d. ✓
   e.
   f. ✓
   g. ✓
   h. ✓
   i.
   j.

Part 8

1. O
2. C
3. O
4. C
5. C
6. C
7. O
8. O
9. O
10. O

BAGGER

DOT NO. 920.687-014

Job Description

1. Bags groceries in sack or carton and carries or pushes groceries in cart to customers' cars.

2. Collects shopping carts from parking and surrounding areas and returns carts to store.

3. Replaces cleaning and wrapping supplies used at food checkout counter.

4. Cleans work area and carries empty bottles and trash to storeroom.

5. Prices and stocks food articles on shelves.

6. Cleans spills or breakage.

7. Unloads merchandise from trucks.

8. Assists the cashier by locating prices of unmarked items and replacing unsold items on the shelves.

Alternate Title

Grocery packer

BAGGER

STUDY GUIDE OBJECTIVE

After completion of the study guide, the student will be able to use the correct terminology and safety rules in performing the procedures and responsibilities required of a bagger in a grocery store. This knowledge will be evidenced through demonstration and by satisfactorily completing the study guide test.

SPECIFIC OBJECTIVES

After completion of this study guide, the student will be able to:

1. Point out the correct use of terms associated with bagging groceries at a store.
2. Point out ways for the bagger to establish good work habits.
3. Select the correct customer courtesy techniques at a food store.
4. Point out proper grooming for a bagger.
5. Demonstrate the correct bagging procedures for groceries.
6. Identify bagging instructions for special items.
7. Demonstrate the correct carry-out procedures.
8. Point out the other responsibilities of a bagger.

BAGGER

INFORMATION SHEET 1--TERMS TO CONSIDER

I. Customer service terms

A. Tactful--Being thoughtful and courteous of others' feelings.

B. Helpful--Providing service for the customer.

C. Dependable--Doing what is expected of you.

D. Accurate--Being correct.

E. Alert--Being careful and watchful.

F. Mannerisms--A characteristic or action of a person that is usually done unknowingly.

(Note: These characteristics of individuals are very often bothersome to other people, especially when in observed public places such as stores.)

G. Efficiency--Producing without waste.

H. Poise--Ability to handle situations easily and calmly.

I. Capable--Having general ability.

J. Orderly--Keeping things in their place.

K. Loyal--Believing in the company.

L. Adaptable--Ability to make changes easily.

M. Ambitious--Wanting to succeed.

N. Initiative--Making the best use of time without being asked.

O. Cooperative--Helping fellow workers and customers.

P. Courteous--Being considerate of others.

Q. Considerate--Making an effort to see the other person's point of view.

R. Economical--Saving time, money, and effort by being efficient on the job.

II. Bagging terms

A. Carry out--The process of getting the customer's merchandise to the car and properly placed.

B. Check out--The process of the cashier-checker registering and totaling the customer's merchandise; collecting money; and bagging the grocery items.

C. Contaminate--The soiling or poisioning of a food.

D. Crushable--A grocery item that could easily be broken or mashed.

EXAMPLE: Light bulbs and bread.

E. Double bagging--Placing an item in a bag within a bag so that the double thickness will protect the item from breaking or thawing, and to protect other foods from the moisture.

(NOTE: Some stores double bag heavier items to prevent the bag from breaking through the bottom.)

F. Foundation--The placing of heavier grocery items in the bottom of the bag to provide support for the lighter items that are to be placed on top.

G. Top-off the bag--Placing lighter food items on top of the heavier food items to fill the bag.

III. Ways to build a good business vocabulary.

A. Read things you like to read.

B. Listen to what people around you say.

C. Use the words you learn.

D. Learn to use synonyms.

(Note: A synonym is a word that means the same thing as another word.)

GOOD BOOKS
1984

IV. Why improving your vocabulary is important:

A. To help you communicate easily with others.

B. So you will be able to better describe things to customers.

C. So you can understand instructions better.

D. So you can impress customers you meet in the store.

E. So you can easily understand what a customer is asking.

ASSIGNMENT SHEET 1--RELATING TERMS TO A BAGGER'S DUTIES

Directions: Select one of the activities below and develop it in as much detail as possible. Discuss your selection with your instructor.

A. Draw a cartoon which illustrates one or more of the terms listed on Information Sheet 1.

EXAMPLE: Show a cartoon of an individual double bagging groceries incorrectly as the customer watches.

B. Develop a display of cartoons or pictures from discarded magazines which give examples of at least 10 different words on your vocabulary list. Write in captions which relate the cartoon to your training station.

BAGGER

ASSIGNMENT SHEET 2--IMPROVING YOUR VOCABULARY

A. List four methods that can be used to improve your speaking vocabulary.

1.

2.

3.

4.

B. Make a list of 15 additional words and definitions used at your training station which are not included on the information sheet. (NOTE: Use a dictionary if necessary.)

1.

2.

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15.

C. Write a sentence using five of the above words. Use the back of this page.

INFORMATION SHEET 2--ESTABLISHING GOOD WORKING HABITS

I. To meet the manager's demands, the bagger should quickly:

  A. Take an interest in one's work.

  B. Use initiative.

  C. Show a willingness to follow rules.

  D. Develop the ability to do the job.

II. To cooperate with other employees, be:

  A. Courteous.

  B. Helpful.

  C. Friendly.

III. In satisfying the customers:

  A. Show an interest.

  B. Be courteous.

  C. Give prompt attention and efficient service.

IV. In developing the right working habits:

  A. Plan the best way to do each job in order to save supplies, time, and motion.

  EXAMPLE: Return the grocery carts from the parking lot to the store after taking customers' bags out.

  B. Keep order by:

    1. Using equipment as it was intended.

    2. Cleaning any special equipment.

    3. Returning equipment to its proper place.

    EXAMPLE: A dolly, and not a shopping cart, should be used to move heavy boxes.

C. Work quietly in:

1. Handling equipment.

2. Walking.

3. Speaking.

V. Characteristics of a good bagger.

A. Likes people--Shows an interest in every person met.

B. Knows the store's merchandise--Includes location and names of products.

C. Is cooperative--Assists fellow employees when possible.

D. Displays honesty--Admits a mistake when it occurs.

E. Shows initiative--Does things before being asked.

F. Is ambitious--Moves quickly to do one's duties.

G. Exhibits loyalty--Discusses with the manager any problems seen.

H. Is particular about appearance--Takes a good look at oneself daily.

I. Remains friendly and cheerful--Speaks to everyone.

J. Can be tactful--Says the right things to please the customer.

K. Shows enthusiasm--Gets to work, ready to work.

L. Tries to be considerate--Thinks before speaking or acting.

M. Is dependable--Gets to work on time and always notifies the store if work must be missed.

N. Keep things orderly--Places things with care.

O. Proves to be industrious--Does things that are not required.

P. Uses compliments--Praises others' work or appearance when it is deserved.

VI. Safety habits--Each employee should develop good safety attitudes and habits to prevent accidents in the store.

A. Take your job seriously.

B. Do not horseplay.

C. Pay attention to what you are doing.

D. Do not get in such a hurry that you overlook something and cause an accident.

E. Handle bags carefully and always place one hand under the bag.

F. Move grocery carts carefully.

G. Watch for traffic in the parking lot.

H. Pick up trash and wipe up spills that could cause falls.

I. Put up signs to warn customers of any dangers such as wet floors.

J. Learn the special safety rules of the store.

BAGGER

ASSIGNMENT SHEET 3--SELECTING GOOD WORK HABITS

A. Name ten characteristics of a capable bagger.

1.
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B. Discuss how good work habits can aid a bagger.

C. Write a brief description of the basic things a bagger does on the job.

D. Discuss what good work habits mean to you.

E. List five work policies from your work station and tell which of the characteristics of a good bagger would relate to the policy.

1.

2.

3.

4.

5.

F. Describe what could possibly happen to customers in a store if the bagger did NOT develop the safety habits listed in Part VI of Information Sheet 2.

BAGGER

ASSIGNMENT SHEET 4--ANALYZE WORK HABITS

A. Directions: Analyze your work habits on your job by rating each statement below. Using a different colored pen, rate the employee that you feel is the best worker in the store. Then complete Part B on the next page.

	3 Always	2 Sometimes	1 Never
1. Takes an interest in the work.			
2. Follow store rules.			
3. Cooperates with other employees.			
4. Shows an interest in the customers.			
5. Always gives the customer prompt service.			
6. Plans time and motions.			
7. Uses the stores equipment as it was intended.			
8. Cleans the equipment that was used.			
9. Returns the equipment that was used to the proper place.			
10. Works quietly.			
Total of your points			
Total other person's points			

B. Directions: Explain the reason for any difference in your points and the other employee's points on any question.

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BAGGER

INFORMATION SHEET 3--CUSTOMER COURTESY

Even though prices and convenience are important to customers, they still appreciate service and courtesy and will often trade with a store even though prices may be higher. Listed below are a few of the ways of showing customer courtesy.

I. Showing good customer courtesy

A. Be dependable by showing that you are reliable and can complete jobs that you begin.

EXAMPLE: You should take all of the customer's bags to the car before assisting another customer.

B. Show intelligence. People must think you are capable before they will trust and respect you.

EXAMPLE: Correctly bagging an order and placing the bag in a secure place in the car shows that you are thinking of the customer.

C. Be considerate. Treat each customer (and co-workers) as you would like to be treated.

EXAMPLE: Handle the customer's bags carefully to show a concern for their purchases.

D. Be courteous. Thank the customers for shopping in your store and tell them to come back and shop again.

EXAMPLE: "Thank you for shopping with Speedy Mart. Come back and shop again".

E. Be helpful. People will usually overlook any mistakes if they think you are trying your best to assist them.

EXAMPLE: Helping the customer locate certain items within the store or giving directions will often make a customer overlook any dislike they may have had while shopping.

F. Be honest and fair in dealing with the customer. Treat each customer alike.

EXAMPLE: Do as good of a job bagging strangers' merchandise as you do that of someone you know.

II. Handling complaints

  A. Remember the rules for handling complaints.

    1. Never argue.

    2. Apologize promptly if you made a mistake.

    3. Attend to a mistake or complaint quickly and pleasantly.

  B. If merchandise was not bagged to the customer's satisfaction:

    1. Apologize, and

    2. Offer to bag the merchandise as the customer requests.

  C. If you cannot handle a complaint, call the manager.

  D. If the customer has selected the wrong or damaged merchandise, and asks the bagger to correct the mistake:

    1. Be careful to get the brand of item when asked by the customer.

    2. Make sure the items you get for the customer are not damaged.

    3. Remember improper assistance costs the customer time and the employer money.

  E. Develop three special qualities for handling customers:

    1. Composure--Develop the ability to remain pleasant and courteous even when the customer is not.

    2. Discretion--Know when to be firm and when to be flexible. Know when the customers are joking and when they want to be serious.

    3. Quick thinking--Develop the ability to make a proper response quickly to any situation.

III. Improving your courtesy to the customer.

  A. Watch the experienced employees to see how they work around the customers.

    1. Follow their positive characteristics.

    2. Learn from their mistakes.

  B. Keep an attitude of "I'm going to be friendly to everyone today!"

  C. Evaluate yourself often and consider how others see you.

BAGGER

ASSIGNMENT SHEET 5--COURTESY RATING TEST

A. Directions: Rate yourself on the qualities necessary for good customer relations by answering the questions below, checking one of the columns.

	Yes	Sometimes	No
1. Do I enjoy meeting people?			
2. Do I greet all people pleasantly?			
3. Do I work well with the cashier-checker and other baggers?			
4. Do I listen to what customers have to say?			
5. Can I carry on a conversation with customers without controlling the conversation?			
6. Do I call the people I know by their names?			
7. Do I look around to see what else needs to be done when I complete one job?			
8. Do I give compliments as often as I can?			
9. Do I wear a smile even when everything has not gone exactly right?			
10. Do I complete the customer service with "Thank you for shopping with us"?			

Give yourself two points for each yes answer and 1 point for each sometimes answer. No points should be given for a no answer. If you scored 15 points or more, you will do well in customer courtesy. If you scored less than 15 points you should concentrate on improving your customer courtesy. Now, complete Part B on the back.

B. Directions: Using the same rating as in Part A, rate yourself as you think one of the customers who was a total stranger to you in the store during the past week would rate you.

	Yes	Sometimes	No
1. Does the bagger enjoy meeting people?			
2. Does the bagger pleasantly greet all customers?			
3. Does the bagger work well with the cashier-checker and other baggers?			
4. Does the bagger listen to what customers have to say?			
5. Does the bagger carry on conversations with the customers without controlling the conversation?			
6. Does the bagger call the people he/she knows by their names?			
7. Does the bagger look around to see what else needs to be done when a job is completed?			
8. Does the bagger give compliments as often as possible?			
9. Does the bagger always wear a smile?			
10. Was customer service always completed with a "Thank you for shopping with us"?			

Total the score on this part. If the score differs from that on Part A, give the reasons any answer was different in the space below.

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ASSIGNMENT SHEET 6--DEMONSTRATING CUSTOMER COURTESY

Directions: Select one of the following assignments to present to class.

A. Prepare a role-playing activity with the members of your class to explain how you show customer courtesy on your job.

B. Give a short talk to the class on good customer courtesy.

C. Select an article on courtesy from the library for an oral report to the class.

D. Plan a short skit demonstrating good customer relations.

E. Cut out or draw pictures showing how employees from businesses use good customer relations. Explain each picture to the class.

BAGGER

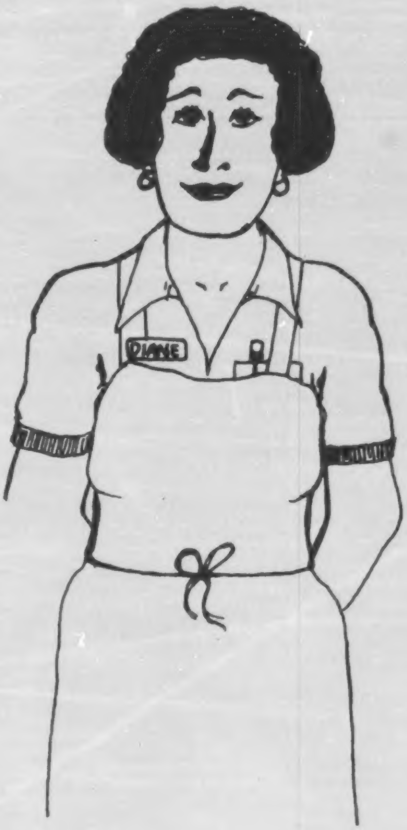
INFORMATION SHEET 4--YOUR APPEARANCE

I. Importance of personal appearance

  A. Baggers represent the store where they work.

    1. Customers often judge a store by the employees they see.

    2. When baggers are clean and neat, customers have the feeling they are shopping at a clean store with good service and a good atmosphere.



  B. The last contact the customer has with the store, which is the bagger, may determine whether or not the customer comes back.

  C. Personal appearance can compliment or detract from any good service offered by the bagger.

    1. An attractive appearance allows the customer to be aware of good service.

    2. An unattractive appearance turns the customer's attention away from good service.

II. Basics of good personal appearance.

  A. Good grooming.

  B. Pleasant manner.

  C. Good conduct.

III. Reasons for good grooming.

  A. Makes the bagger more attractive to the customer.

  EXAMPLE: A clean and ironed blouse or shirt is less detracting than a dirty, wrinkled one.

  B. Prevents disease and illness.

  EXAMPLE: Dirty hands spread germs to food.

C. Increases safety

EXAMPLE: Properly fitting shoes will keep a bagger from becoming tired and tripping.

D. Makes the job easier

EXAMPLE: Properly fitting blouses or shirts can prevent the bagger from getting too hot and becoming tired.

E. Most stores require baggers to maintain a certain appearance and will not keep people employed who do not meet the requirements.

IV. Essentials of good grooming.

A. Good health
   1. Eat properly.
   2. Get enough sleep.
   3. Exercise daily.
   4. Have a medical check-up once a year.
   5. Have a dental check-up once a year.

B. A daily bath.

C. Deodorant.

D. Clean teeth.

E. Clean, combed hair.

F. Clean, well-manicured hands.
   1. Clean, short fingernails.
   2. Hand lotion.
   3. Clear nail polish, if used.

G. Proper jewelry.
   1. Watch.
   2. Wedding rings.

H. Good posture.

I. Clean, neat uniform.
   1. Clean, pressed apron.
   2. Clean, pressed blouse, shirt, or apron.
   3. Low-heeled shoes which are polished and properly fitted.
   4. Skirt or trousers at proper length.
   5. Clean socks or stockings without holes or runs.

V. Reasons for displaying a pleasant manner around customers.

   A. Puts the customers at ease and in a good mood.

      (NOTE: Customers will buy more if they feel comfortable to stay at the store longer.)

   B. Provides a better working relationship among employees.

VI. Essentials for a pleasant manner.

   A. Friendliness.

   B. Courtesy

      1. Be polite.

      2. Say "Yes, ma'am,", "Yes, sir," and "Thank you".

   C. Smile

      (NOTE: A smile always indicates a pleasant manner.)

VII. Good conduct rules for the store employees.

   A. Do not gather to talk with other employees.

   B. Do not run in the store.

   C. Do not point the way; show the way.

   D. Do not smoke or chew gum.

   E. Pay attention to the customers; they are paying for your help.

ASSIGNMENT SHEET 7--QUESTIONING YOUR APPEARANCE

Directions: Select one of the activities below to complete and present in class. Discuss your selection with your instructor.

A. Draw an illustration of the proper and improper appearance for a job. Label the correct and incorrect points on each.

B. Design a poster made of magazine clippings showing properly groomed people for several jobs. Label key grooming points on each.

C. Plan a skit, using several class members, to show the reactions of customers around well-groomed and poorly groomed employees.

D. Design a sheet to note customers' reactions to baggers that you would consider well-groomed and baggers that you would consider poorly groomed. Discuss with the class the comparison of the two.

EXAMPLE:

Customers' reaction	Well-groomed employee	Poorly groomed employee
1. Friendly to employee		
2. Ignored employee		
3. Seemed to be in a hurry to get away		
4. Preferred to handle own merchandise		
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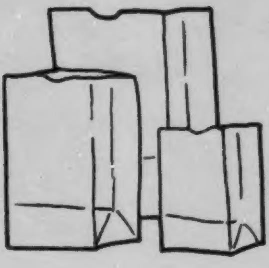
13.		

BAGGER

INFORMATION SHEET 5--BAGGING PROCEDURES

I. Planning the job



A. Look over the customer's order and plan the load.

B. Learn the sizes and locations of bags in the store.

II. Selecting the correct size bag

A. Always use a bag of the smallest size that will hold the merchandise.

(NOTE: Using the wrong size bag not only costs the store, but is inconvenient for the customer. Using an undersized bag will cause the bag to split and spill the contents. An oversized bag is wasteful and is difficult to carry and handle.)

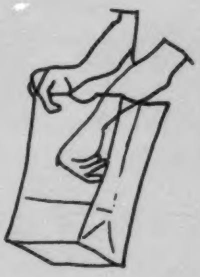
B. Use double bags only if requested to do so by the customer or if it is necessary to support heavy merchandise.

C. When you see that the order is too large for a single bag, split the order into two bags.

D. Use special bags for wet goods like produce, dairy products, and ice cream.

(NOTE: If special bags are not available, place these wet goods in a separate bag.)

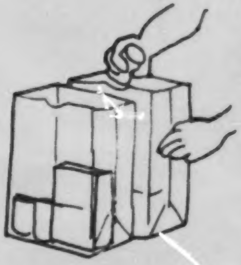
III. Opening the bag



A. Place your hand into the center of the bag and square-off the bottom corners.

B. DO NOT snap the bag open

(NOTE: This may hit someone in the eye and cause serious damage to them, and cause unnecessary noise.)

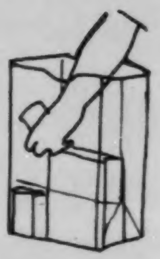


IV. Balancing the load

A. DO NOT put all of the heavy items in one bag.

B. Divide the weight as equally as possible.

V. Starting with a solid foundation

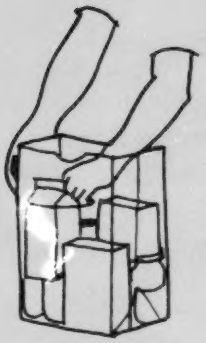


A. Place sacks of flour or sugar, canned goods or boxed goods in the center of the bag.

B. If bottles are placed in the base of the bag, surround them with boxes or bags.

(NOTE: Bottles and glassware may break if placed in the corners.)

VI. Building solid walls

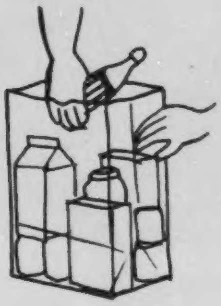


A. Build the walls of the bag by solidly packing flat boxes like cereal, soap powders, and paper towels around the inside walls of the bag.

B. Be careful not to tear the corners out with the sharp edges of the boxes.

C. After the walls have been built, breakable items may be placed in the protective center funnel that has been formed.

VII. Using the center funnel



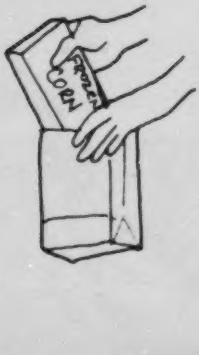
A. Glass bottles, jars, milk cartons and other breakable items should be placed in the protective funnel formed by the wall.

B. These items should never be placed in the top of the load.

C. Always place glass items toward the center, and surround them with softer packing.

(NOTE: Meats and frozen foods are also good middle of the bag items.)

VIII. Packaging wet items



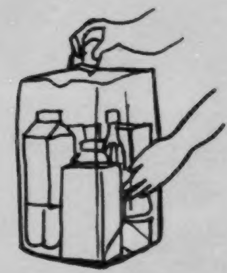
A. Wet items will break down the fiber of the bags.

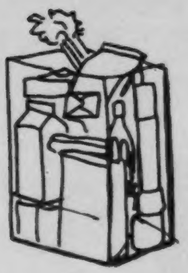
B. Products such as wet produce, ice cream, leaky meat products, or sweaty frozen foods should be double-wrapped or placed in a small bag.

IX. Making a solid pack

A. Fill in any spaces in the bag with items such as cigarettes, razor blades, or other small items.

B. A solid pack will prevent the items from shifting later.





X. Topping it off

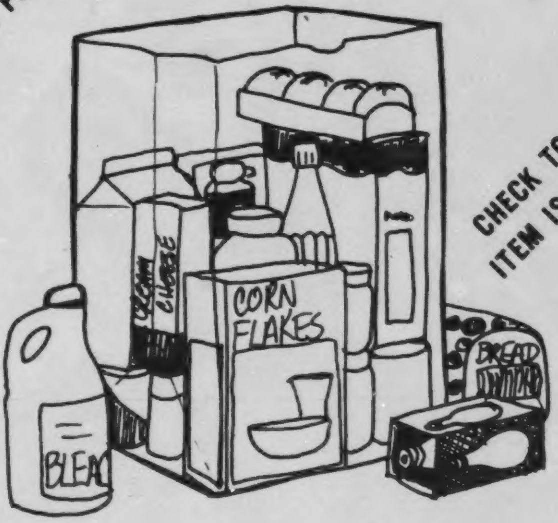
A. Always place the lighter crushable and breakable items on top of the heavier items.

B. Potato chips, breads, light bulbs, eggs, fruit and vegetables are some of these items.

C. Place the sales slip in top of one of the bags when you are finished bagging the order.

D. If stamps are given, hand to the customer as you thank them for shopping your store.

Remember the three helpful hints for bagging an order



DON'T BAG BLEACHES OR OTHER LIQUIDS THAT CAN CONTAMINATE FOOD!

CHECK TO SEE IF EVERY CUSTOMER ITEM IS IN THE BAG!

DOUBLE BAG FRAGILE ITEMS BEFORE YOU PLACE THEM IN THE TOP OF THE BAG!

ASSIGNMENT SHEET 8--EXPLAINING HOW TO BAG

Directions: Select one or more of the following topics for a class presentation:

A. Demonstrate to the class the correct way to open a bag.

B. Explain the proper way of loading a grocery order. Use small boxes, bottles, and cans for your explanation.

C. Show the class the different bag sizes and explain the use of each.

D. Show the class the correct method of bagging frozen foods and glass items.

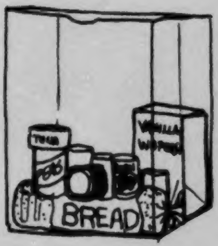
E. Discuss the reasons for bagging merchandise correctly.

F. Demonstrate the procedure used to bag wet items. Explain which items would be handled this way.

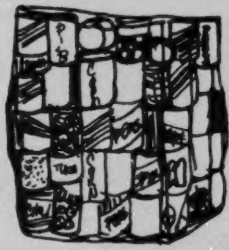
ASSIGNMENT SHEET 9--SELECTING THE CORRECT BAGGING METHODS

Directions: Select the correct methods of bagging by writing "CORRECT" or "INCORRECT" by each picture below. Explain why a picture is incorrect.

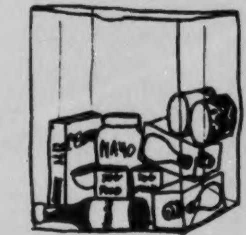
A.



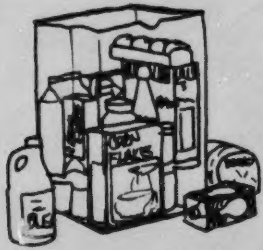
B.



C.



D.



INFORMATION SHEET 6--SPECIAL INSTRUCTIONS

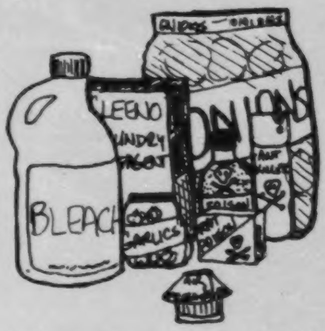
I. Bagging precautions

A. Don't bag cartons of soft drinks, large bottles of bleach, giant boxes of soap, bags of potatoes, fruit, or watermelons (unless sliced). All of these may be hand-carried.

B. Poisonous chemicals or any kind of liquids which may spill or contaminate food should be bagged separately, and the caps should be checked to make sure they are tight.

EXAMPLE: Bleach, ammonia.

C. Merchandise such as garlic, bleach, cheese, onions, or any other items which are capable of producing strong odors should be kept away from meat, yeast, butter, margarine, or any other foods that could absorb odors.

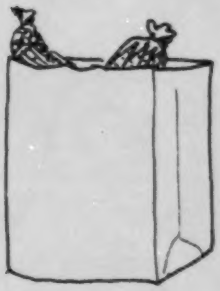


D. Double-bag fragile items before you place them in the bag.

Example: Light bulbs.

E. Some bakery goods and eggs should be hand-carried. Place them in a separate bag, bottom-side down and hand them to the customer.

Example: Cakes, pies



F. Food such as celery stalks may be wrapped with cellophane or placed in plastic bags upright in a corner of the bag. They should be placed in the bag so they do not stick out more than two or three inches.

G. Place meat and poultry products in a separate bag.

II. Customer satisfaction

A. Replace any item that you notice is damaged while you are bagging groceries.

Example: "Mr. McBride, did you notice that this can is bent? May I replace it for you?"

B. Do not rush the customers as they are paying for the merchandise.

C. Make sure that all of the customer's merchandise is in the cart and it is securely placed

D. Pleasantly let the customers know that you would prefer to provide the service of carrying their purchases for them

EXAMPLE: "Please allow me to carry that bag for you".

ASSIGNMENT SHEET 10--TESTING YOUR BAGGING SKILLS

Directions: Explain the special bagging procedures in each question below:

A. Explain how you would bag foods such as cakes or pies.

B. Explain how you would bag poisonous chemicals or liquids.

C. List on the chart the items you do not bag; items you would double bag; items that are easily broken; and items that would be bagged separately.

Items not bagged	Items double bagged	Items easily broken	Items bagged separately
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.
8.	8.	8.	8.
9.	9.	9.	9.
10.	10.	10.	10.
11.	11.	11.	11.
12.	12.	12.	12.
13.	13.	13.	13.
14.	14.	14.	14.
15.	15.	15.	15.

BAGGER

INFORMATION SHEET 7--CARRY-OUT

I. Preparing the merchandise

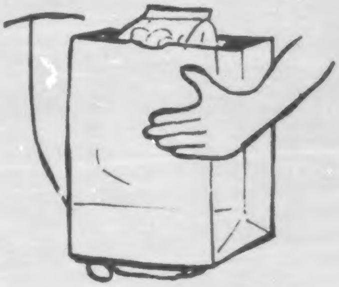
A. Place every item that belongs to the customer in the cart. Check the counter thoroughly.

B. Be sure the customer has the cash receipt, and trading stamps if issued by your store.

C. Use a shopping cart if the groceries cannot be easily carried out in one trip.

D. When picking up the bags, place one hand under the bottom of the bag and the other on the side of the bag.

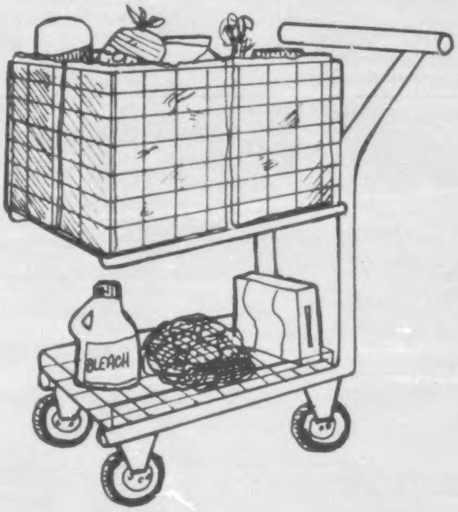
CAUTION: Lifting the bag by the top edges of the bag will cause the bag to rip and possibly spill the merchandise.



E. Make sure the bags are securely placed in the cart so they will not turn over when the cart is moved.

(NOTE: Use two carts if the merchandise will not easily fit in one.)

F. Place large items, such as boxes of soap, bags of potatoes, or large bottled drinks on the bottom of the cart.



II. Taking the merchandise to the customer's car

A. Carry the customer's merchandise and place it wherever requested.

(NOTE: You should follow the customer to the car unless otherwise requested.)

B. If the customer asks you to take the bags on to the car, make sure you ask for a description and location of the car.

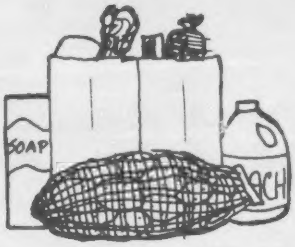
C. Always take the cart down the ramp and NEVER over the curb.

D. Place the shopping cart so that it will not roll while you are placing grocery bags in the car.

CAUTION: Be careful not to bump the customer's car with the cart.

E. Place the bags in the car where they will stand up straight and not fall over. The bags may be braced with any cartons of drinks or bags of potatoes.

F. Thank the customers for shopping at your store and ask them to come back again.



G. Pickup any trash or broken glass you see as you return to the store.

(NOTE: Return to the store as quickly as possible, especially when customer loads are heavy.)

H. If you break or damage any item while in the parking area, clean up the damage immediately and replace the items from the store.

I. When an accident occurs, always apologize for the inconvenience.

BAGGER

ASSIGNMENT SHEET 11--FIGURING THE COST OF AN ACCIDENT

Directions: Using the information given below, answer the following questions.

A. You are taking out a grocery cart full of groceries. On the way out you decide to take a short cut to the customer's car. Instead of using the ramp, you decide that you will jump the cart off of the curb near the parked car. The cart overturns, spilling the following items:

1--carton of drinks	$1.59	____
1--carton of eggs	.89	____
1--gallon of milk	2.05	____
2--packages of butter	.69 each	____
1--box of cereal	1.19	____
2--heads of lettuce	.59 each	____
1--jar jelly	.89	____
1--jar salad dressing	.89	____
1--round steak	3.79	____
10--lbs. of potatoes	1.59	____
5--lbs. of sugar	1.19	____
Total		____

If all groceries were damaged in the accident, figure the total cost of the accident. Consider your hourly wage and estimate the total amount of time involved in replacing the merchandise for the customer and the time involved in cleaning up the damaged items on the parking lot.

Estimated cost of labor $______

Total cost of damaged food items $______

Total loss

B. The total loss figure above does not include the cost of time for a checker's assistance, the manager's assistance, stocking time of the items, and perhaps the future loss if a customer decides to trade at another store. Considering these things, answer the following questions:

1. Name one way the accident could have been avoided.

2. Who is responsible for the accident?

    ____a. the checker

    ____b. the store

    ____c. the customer

    ____d. the bagger

    ____e. the shopping cart manufacturer

3. Is it possible that the cost of such an accident could equal your wages for a week? If YES, explain why.

4. What do you think is the response of customers who might have seen such an accident?

5. What remarks should be made if such an accident should occur?

6. Do you think that your employer would give you a raise the week after such an event?

BAGGER

INFORMATION SHEET 8--WHAT ARE MY OTHER RESPONSITILITIES?

I. Around the checkstand

A. Work together with the checkers to make the customer's shopping task an easier and more pleasant one.

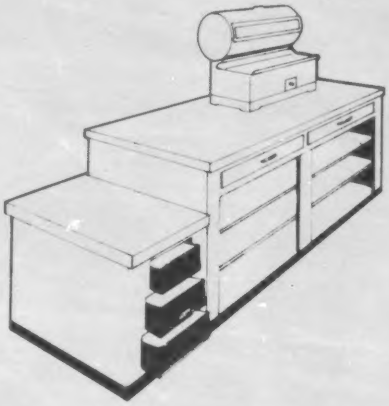
B. The checkstand area should always be kept clean. Pick up any trash and sweep occasionally around the checkstand.

C. Keep the store entrances cleared of returned shopping carts.

D. Keep the checkstand stocked with a good supply of bags for the day's operations. Stack the bags so they may easily be removed and opened.

E. Bottle returns and returned merchandise should be kept in a set-aside area, away from the checkstand, and neatly arranged.

(NOTE: When time permits, bottles should be placed in proper storage areas and merchandise should be returned to the shelves.)



F. Any time the customer drops any merchandise, clean up the damaged items and provide the customer with replacement merchandise.

II. In other parts of the store

A. Check the parking lot and in front of the store for shopping carts and return them to the store.

B. Pick up any paper or broken bottles in the parking lot.

C. Remove any paper or bottles from the carts.

D. Check prices on unmarked goods when the checker requests.

E. Assist the stockers in moving stock from the back of the store to the front for shelving.

F. Reshelve any items that have been placed on the wrong shelf or left at the checkstand by the customer.

G. Assist the customers in any way you can.

ASSIGNMENT SHEET 12--MERCHANDISE IN THE STORE

Directions: Select one of the methods below to demonstrate stocking procedures you use in your store. Discuss your selection with your instructor before presenting it to the class.

A. Bring to class a box of empty vegetable cans, bottles, and small cartons to use in making a shelf display in your class. Discuss topics such as rotating stock, markings on cans, dates on products, pricing, and other stocking-related information.

B. From old magazines, cut out pictures of merchandise on shelves. Locate pictures showing various stocking methods. Place the pictures on poster board or a cardboard box. Discuss the different displays and why they are used. Tell which methods your store uses and why.

C. Prepare a short talk for class presentation. Discuss information relating to how individuals can locate merchandise, find the cost per ounce, locate specials, find weights of foods, and save time and money while shopping.

BAGGER

ASSIGNMENT SHEET 13--LOCATING STORE ITEMS

Directions: Draw a diagram of the store, showing each row of shelves, produce sections, dairy sections, meat counters, check stands, and other display areas. Label or draw signs on each area showing the same main areas that are shown by signs at your store. Show the location of any special items which are often asked for by customers.

BAGGER

TEST--PART 1

1. Point out the correct meaning of the following terms associated with customer service by placing a "√" in the space at right.

		True	False
a.	Being tactful is being thoughtful of others' feelings.	( )	( )
b.	Being helpful is providing service for the customer.	( )	( )
c.	Being dependable is taking the day off from work to help a friend wax the car.	( )	( )
d.	Being alert is not noticing a customer that is struggling to carry the grocery bags.	( )	( )
e.	Being poised is the ability to handle the situation easily and calmly.	( )	( )
f.	Being efficient is producing without waste.	( )	( )
g.	Being capable is having a general ability.	( )	( )
h.	Being ambitious is having a general ability.	( )	( )
i.	Being cooperative is helping fellow workers and customers.	( )	( )
j.	Being orderly is being alert and careful.	( )	( )
k.	Being considerate is allowing the other baggers to do most of the bagging for customers.	( )	( )
l.	Being adaptable is being able to stop stocking shelves and offer assistance to the customer.	( )	( )
m.	Being economical is using large bags for small items such as gum.	( )	( )
n.	Being loyal is informing the manager when you see someone stealing from the store.	( )	( )

2. Match the term associated with bagging to the correct definition by placing the number in front of each term on the right in the correct blank on the left.

_____ a. Placing lighter food items on top of the heavier food items to fill the bag

_____ b. A grocery item that could easily be crushed or mashed

_____ c. The process of getting the customers' merchandise to their cars and properly placed

_____ d. The placing of heavier grocery items in the bottom of the bag to provide support for the lighter items to be placed on top

_____ e. Placing an item in two bags so that the double thickness will protect the item from breaking or thawing and will protect other foods from the moisture

_____ f. The staining or poisioning of a food

_____ g. The process of the cashier checker registering and totaling the customer's merchandise; collecting money; and bagging the grocery items.

1. Carry-out
2. Check-out
3. Contaminate
4. Crushable
5. Double bag
6. Foundation
7. Top-off the bag

3. Point out the ways to build a good business vocabulary by placing a "✓" in front of each statement below that applies.

_____ a. Read books with a lot of hard words
_____ b. Read things you like to read
_____ c. Get in the back of the store and talk to other baggers
_____ d. Listen to what people say
_____ e. Use the words you learn
_____ f. Never use a word twice
_____ g. Learn to use synonyms

4. Determine why improving your vocabulary is important by placing a "√" in front of each statement below that applies.

_____ a. To communicate easily with others

_____ b. To be able to out-talk your employer

_____ c. So you can out-talk the customers

_____ d. To be able to better describe things to the customers

_____ e. So you may be able to understand instructors better

_____ f. So you can impress the customers you meet in the store

_____ g. So you can easily understand what a customer is asking

BAGGER

TEST--PART 2

1. List the four overall things a bagger must do in order to meet a manager's demands.

   a.

   b.

   c.

   d.

2. Place a "✓" in front of the statements that tell how to develop good work habits.

   _____ a. Take an interest in one's work.

   _____ b. Be willing to follow rules.

   _____ c. Take long coffee breaks.

   _____ d. Be courteous.

   _____ e. Say what you think.

   _____ f. Be friendly to the other baggers.

   _____ g. Show an interest in your best friend.

   _____ h. Show an interest in the customer.

   _____ i. Show efficient service towards the customer.

   _____ j. "Horse around" in the back room.

3. Answer each of the following True or False as it pertains to good characteristics of the bagger.

   _____ a. Liking people

   _____ b. Knowing your merchandise

   _____ c. Being cooperative

   _____ d. Being underhanded

   _____ e. Being dishonest

   _____ f. Being dirty

   _____ g. Being honest

   _____ h. Being loyal

   _____ i. Being unloyal

   _____ j. Being considerate

   _____ k. Being dependable

   _____ l. Being uncooperative

BAGGER

TEST--PART 3

1. Select the best ways to show customer courtesy by placing a "✓" in front of the best-handled situations below.

_____ a. The bagger takes one of two shopping carts of groceries to the car for the customer and then goes on break before taking the second cart.

_____ b. The bagger recommends setting the sacks in the floor of the car rather than the seat, because it would be safer.

_____ c. The bagger quickly grabs the bags by the top and swings them into the seat of the car.

_____ d. The bagger tells the customer, "Thank you for shopping with the store, and come back and shop again."

_____ e. A customer asks for assistance in locating an item and the bagger replies, "Ask a stocker".

_____ f. The bagger quickly and neatly handles a friend's merchandise but takes a lot of time and sloppily bags a stranger's items.

_____ g. The bagger tells the customers that they will have to carry their own bags since the bagger is needed in the back.

_____ h. The bagger asks the customer to hurry because there are other customers waiting.

2. Select the correct procedures for handling complaints by placing a "✓" in front of each correct statement below.

_____ a. If you make a mistake, act like you did not know you were wrong.

_____ b. Never argue with customers.

_____ c. Never rebag merchandise for the customer because it takes too much time.

_____ d. If you cannot handle a complaint, you should call the manager.

_____ e. If the customer makes a mistake, you are not required to give assistance.

_____ f. Try to get the wrong items for customers so they will not ask for assistance again.

_____ g. You should develop the ability to remain pleasant and courteous even when the customer is not.

_____ h. Always be serious with the customer, even when the customer is joking.

_____ i. It is best to be able to quickly make a proper response to any situation.

3. List three ways you can improve your techniques of courtesy to the customer.

a.

b.

c.

BAGGER

TEST--PART 4

1. Explain why your personal appearance is important to your store by circling the word or words which best completes the statement below.

   a. The appearance of a bagger represents the

      (1) school

      (2) store

      (3) town

   b. The last employee in a store to talk to the customer is the

      (1) stocker

      (2) manager

      (3) bagger

   c. The customer usually prefers to see a bagger with

      (1) new styles

      (2) loud colored clothes

      (3) a neat appearance

   d. When a bagger is unattractive, good service often

      (1) goes unnoticed

      (2) makes up the difference

      (3) is a waste of time

2. Select the basic parts for good personal appearance by placing a "√" in front of each

   _____ a. Flashy new styles

   _____ b. Good grooming

   _____ c. Pleasant manner

   _____ d. Loud talking

   _____ e. Good conduct

3. Point out the reasons for good grooming by placing a "✓" in front of each correct statement listed below.

    _____ a. Good grooming makes the bagger more attractive to the customer.

    _____ b. Good grooming prevents disease and illness.

    _____ c. Good grooming increases safety in the store.

    _____ d. Good grooming creates a lot of extra work for the bagger.

    _____ e. Good grooming will help you keep your job by meeting the store requirements.

4. Select from the list below the nine essentials of good grooming by circling the letter in front of each correct answer.

    a. Good health

    b. A daily bath

    c. Deodorant

    d. New clothes

    e. Clean teeth

    f. Clean, combed hair

    g. New hair styles

    h. Clean, well-manicured hands

    i. Proper jewelry

    j. Good posture

    k. A muscular body

    l. A clean, neat uniform

5. List two reasons why you should have a pleasant manner when working around customers.

    a.

    b.

6. Point out the essentials for showing a pleasant manner in the store by placing a "√" in front of each correct answer.

   _____ a. Friendliness

   _____ b. Courtesy

   _____ c. Smile

   _____ d. Horseplay

7. Select good conduct rules for store employees by writing "yes" in front of each correct rule.

   _____ a. Don't gather to talk with other employees.

   _____ b. Don't run in the store.

   _____ c. Point the way for a customer when asked directions.

   _____ d. Don't smoke or chew gum.

   _____ e. Ignore the customers so you can get your work done.

BAGGERS

TEST--PART 5

1. Select the correct bagging procedures by answering True or False to each statement below.

______ a. The large bags will be most suitable for all bagging jobs.

______ b. Merchandise should be crowded into as few bags as possible.

______ c. Special bags should be used for wet items such as dairy products or produce.

______ d. Place all heavy items in one bag and light items in another.

______ e. Bags should be snapped open by swinging the sack quickly through the air.

______ f. Heavy items should be divided equally into the bags.

______ g. Bottles should be placed in the center of the bags surrounded by boxes or bags.

______ h. The bags should be filled so that most space is taken up.

______ i. Potato chips and breads should be placed in the bottom of the bags for padding.

______ j. The sales slip should be placed in the bag when you are finished bagging the customer's order.

2. Point out the correct method of bagging special items by matching the numbers of the items with the correct statements below.

______ a. Don't bag these items because they should be hand carried.

______ b. This item should be double bagged so the moisture will not cause the bag to tear.

______ c. These items can give off strong odors and should be kept away from meat, yeast, and butter.

______ d. These items should be used to fill the empty space in a bag.

______ e. These items should have the lids tightened before they are bagged separately from food items.

______ f. These should always be placed in the top part of the bag and are used to "top off" the bag.

1. Cigarettes, gum, and toothpaste
2. Poisonous chemicals, liquids which may spill and contaminate food.
3. Frozen orange juice
4. Garlic, bleach, and onions
5. Large bottles of bleach, cartons of soft drinks, giant boxes of soap, sacks of potatoes or watermelons
6. Potato chips, breads, and eggs

BAGGER

TEST--PART 6

1. Determine the correct procedures for handling items that have special instructions for bagging by circling the word or words that best complete each sentence.

   a. Bottles of large soft drinks should be

      (1) hand-carried

      (2) double-bagged

      (3) placed in large bags

   b. Sliced watermelon should be

      (1) hand-carried

      (2) bagged so that it is padded with other things

      (3) replaced with a whole one

   c. Garlic and onions should be bagged with

      (1) meats

      (2) butter or margarine

      (3) canned foods

   d. Light bulbs should be

      (1) hand-carried

      (2) double-bagged and placed on top of the other merchandise

      (3) placed between the slices of a loaf of bread

   e. Celery stalks and carrots should be bagged in the corner of the bag so that the tops stick out no more than

      (1) three inches

      (2) one foot

      (3) one-half inch

2. Point out the correct bagging procedures concerning the customer by placing a "√" in front of each correct statement below.

_____ a. Tell the customer of any damaged merchandise you find while you are bagging the order.

_____ b. You should rush the customers as they are paying their bills.

_____ c. It is the customer's responsibility to see that all the merchandise is in the bag.

_____ d. You should offer to carry the bags even if the customers say they will carry their own.

BAGGER

TEST--PART 7

1. Select the correct procedures for preparing merchandise for carry out by placing a "√" in front of each below.

_____ a. Place all merchandise that belongs to the customer in the cart.

_____ b. A shopping cart should be used even if there is only one bag.

_____ c. The bagger should check to see if the customer has the cash receipt or trading stamps before leaving the store.

_____ d. When moving the bags from the check stand to the cart, you should firmly grab the top edges of the bag.

_____ e. The bags should be placed in the cart so that they will not turn over while pushing the cart.

_____ f. Large soap boxes, bags of potatoes, or bottled drinks should be placed on the bottom of the cart.

2. Select the procedures for taking the customer's merchandise to the car by placing a "√" in front of each correct statement.

_____ a. The bagger should go on to the customer's car while the customer is paying for the merchandise.

_____ b. When taking the cart to the customer's car, always take the shortest route, even if it means jumping off the curb.

_____ c. The shopping cart should be placed so that it will not bump into the customer's car.

_____ d. The bags should be carefully placed in the car and braced with any bags of potatoes or cartons of drinks.

_____ e. You should remain in the parking lot and greet customers when you take out customer's bags.

_____ f. You should pickup any trash or broken glass in the parking lot when you are returning from carrying out a customer's purchase.

_____ g. You should replace any grocery items which are dropped or damaged in the parking lot.

_____ h. You should thank the customers for shopping with your store and ask them to come back.

_____ i. You should wait until the end of the day to clean up any broken glass or trash caused by an accident in the parking lot.

BAGGER

TEST--PART 8

Identify the other responsibilities of a bagger around the checkstand and other areas of the store. Write "C" in front of those responsibilities that apply to the check stand area, and "O" in front of those that apply to other areas of the store.

_____ 1. Shopping carts left in front of the store should be returned to the proper area.

_____ 2. Work together with other checkers in providing quick service for the customers.

_____ 3. Check prices on unmarked goods.

_____ 4. Stock the rack with bags.

_____ 5. Clear the carts that are left as the customer pays for the purchase.

_____ 6. Remove returned bottles and place them in the proper area.

_____ 7. Assist stockers in moving the stock from the back room to the shelves.

_____ 8. Pick up paper and bottles from the parking lot.

_____ 9. Reshelve items that have been placed on the wrong shelves by the customers.

____ 10. Provide help for the customer in locating items throughout the store.

Section II

CASHIER-CHECKER

DOT NO. 211.462-014

CASHIER/CHECKER

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Progress Chart for

CASHIER-CHECKER

D.O.T. #211.462-014

Name ______________________

School ______________________

		Date Completed
INFORMATION SHEET 1	SOME TERMS YOU SHOULD KNOW	
ASSIGNMENT SHEET 1	CASHIER TERMINOLOGY	
Test	Part 1	
OBJECTIVE	Identify the terms and definitions used by the cashier-checker at the work station.	
INFORMATION SHEET 2	SO YOU WANT TO BE A CASHIER-CHECKER?	
ASSIGNMENT SHEET 2	HOW DO I SHOW COURTESY?	
Test	Part 2	
OBJECTIVE	Point out the advantages of becoming a cashier-checker.	
INFORMATION SHEET 3	THE CHECKER'S CREED	
ASSIGNMENT SHEET 3	HOW THE CHECKER'S CREED APPLIES TO ME	
ASSIGNMENT SHEET 4	HOW DO I SHOW PRIDE IN MY APPEARANCE?	
Test	Part 3	
OBJECTIVE	Point out the importance of the cashier's creed.	
INFORMATION SHEET 4	SAFETY, CARE, AND MAINTENANCE	
ASSIGNMENT SHEET 5	EXPLAIN SAFETY, CARE, AND MAINTENANCE	
ASSIGNMENT SHEET 6	CHECKING YOUR TRAINING STATION	
ASSIGNMENT SHEET 7	PRESENTING SAFETY	
Test	Part 4	
OBJECTIVE	Identify safety, care, and maintenance procedures.	
INFORMATION SHEET 5	PERSONALITY FOR JOB SUCCESS	
ASSIGNMENT SHEET 8	SELECTING THE BEST PERSONALITY	
Test	Part 5	
OBJECTIVE	Point out what personality it takes for job success.	

		DATE COMPLETED
INFORMATION SHEET 6	DUTIES AND RESPONSIBILITIES	
ASSIGNMENT SHEET 9	PRICE FIGURING	
ASSIGNMENT SHEET 10	EXPLAINING YOUR RESPONSIBILITIES	
Test	Part 6	
OBJECTIVE	Identify the duties and responsibilities of a cashier-checker.	
INFORMATION SHEET 7	KNOW YOUR CHECK STAND	
ASSIGNMENT SHEET 11	PRICING YOUR PRODUCE	
ASSIGNMENT SHEET 12	CHECKSTAND EQUIPMENT	
Test	Part 7	
OBJECTIVE	Explain the use of the equipment at the check stand.	
INFORMATION SHEET 8	USING YOUR REGISTER	
ASSIGNMENT SHEET 13	EXPLAINING THE USE OF YOUR REGISTER	
Test	Part 8	
OBJECTIVE	Point out the procedures in operating a register.	
INFORMATION SHEET 9	RECEIVING PAYMENTS AND GIVING CHANGE	
ASSIGNMENT SHEET 14	MONEY EXCHANGE	
Test	Part 9	
OBJECTIVE	Demonstrate how to receive payments and give change.	
INFORMATION SHEET 10	SAFEGUARDS IN HANDLING MONEY	
ASSIGNMENT SHEET 15	TIPS ON MAKING CHANGE	
ASSIGNMENT SHEET 16	BALANCING THE CASH DRAWER	
ASSIGNMENT SHEET 17	HANDLING MONEY	
Test	Part 10	
OBJECTIVE	Select the safeguards to follow in handling money.	
INFORMATION SHEET 11	ACCEPTING CHECKS	
ASSIGNMENT SHEET 18	CHECK YOUR CHECKS	
Test	Part 11	
OBJECTIVE	Follow the correct procedures used in cashing each of the types of checks.	
INFORMATION SHEET 12	CREDIT CARDS	
ASSIGNMENT SHEET 19	CREDIT CARD PROCESSING	
Test	Part 12	
OBJECTIVE	Identify the procedures in accepting credit cards.	

		DATE COMPLETED
INFORMATION SHEET 13	FOOD STAMPS	
ASSIGNMENT SHEET 20	FOOD STAMPS EXPLAINED	
ASSIGNMENT SHEET 21	HANDLING FOOD STAMPS	
Test	Part 13	
OBJECTIVE	Identify the procedures in accepting food stamps.	
INFORMATION SHEET 14	COUPONS	
ASSIGNMENT SHEET 22	HANDLING COUPONS	
Test	Part 14	
OBJECTIVE	Identify the procedures in accepting coupons.	
INFORMATION SHEET 15	WEIGHING	
ASSIGNMENT SHEET 23	PRICE PER POUND?	
Test	Part 15	
OBJECTIVE	Demonstrate the procedures in weighing food items.	
INFORMATION SHEET 16	TRADING STAMPS	
ASSIGNMENT SHEET 24	HOW MANY STAMPS?	
Test	Part 16	
OBJECTIVE	Identify the procedures of giving out trading stamps.	

This student has completed the indicated training under my supervision

____
Instructor

CASHIER-CHECKER

SUGGESTED TEACHING PROCEDURES

I. Objective Sheet

A. Discuss each objective with the student.

B. Explain the relationship of each objective to the student.

C. Have the student complete the objectives in the most logical sequence for the training situation.

(NOTE: A change of sequence is necessary only when a student changes jobs during the year, or an employer requests training in a specific area.)

D. Add additional objectives necessary for the training station.

II. Information and Corresponding Assignment Sheets

A. Information Sheet 1--TERMS AND DEFINITIONS

1. Use this information as a glossary of terms.

2. Use Assignment Sheet 1--CASHIER TERMINOLOGY to reinforce this area of information.

(NOTE: Have the class divide into two groups to compete in defining the terms from different training stations. Have teams alternate turns as each individual asks the opposing team for a definition or term.)

3. Have the students introduce other words used at their training stations.

B. Information Sheet 2--SO YOU WANT TO BECOME A CASHIER-CHECKER?

1. Use Assignment Sheet 2--HOW DO I SHOW COURTESY? to reinforce this area of information.

a. The student will need some assistance in getting the selection organized.

b. Encourage the student to complete more than one selection for additional credit.

2. Have several students develop a skit on being courteous to a customer.

(NOTE: Reversing roles works well in pointing out good techniques.)

3. Have the student describe the duties required as a cashier-checker.

4. Have the class discuss how being courteous helps the overall sales.

C. Information Sheet 3--THE CASHIER'S CREED

1. Have the student add additional phrases that should be a part of the creed as a cashier-checker.

2. Use the following assignment sheets to reinforce this area of information:

   a. Assignment Sheet 3--HOW THE CHECKER'S CREED APPLIES TO ME

      (1) Have the student explain why the checker's creed is important.

      (2) Have the student make a chart listing the 10 points of the checker's creed, beginning with the most important and ending with the least important point.

   b. Assignment Sheet 4--HOW DO I SHOW PRIDE IN MY APPEARANCE?

3. Have the student relate to the class how the Checker's Creed might relate to all jobs.

4. Have the student wear the same clothing to class as worn on the job for a discussion on how personal pride in appearance is important.

D. Information Sheet 4--SAFETY, CARE, AND MAINTENANCE

1. Use the following assignment sheets to reinforce this area of information.

   a. Assignment Sheet 5--EXPLAIN SAFETY, CARE, AND MAINTENANCE

      (1) These discussion questions may be used as short talk topics rather than written discussion questions.

      (2) If two or more students work as cashier-checkers, they may each be assigned one topic for a class discussion.

   b. Assignment Sheet 6--CHECKING YOUR TRAINING STATION

      (1) Add other duty check points that may apply to the individual training situation.

(2) Discuss any duties the student may question.

C. Assignment Sheet 7--PRESENTING SAFETY

(NOTE: The student may need some assistance in making a selection for a short talk topic or in designing a safety poster.)

2. Have the student give an oral report on the preventive maintenance at the training station where assigned.

3. Have the student make a chart of the daily and weekly duties that pertain to the housekeeping done at the training station where assigned.

4. Have the student make a safety poster of a safety regulation at the training station.

E. Information Sheet 5--PERSONALITY FOR JOB SUCCESS

1. Use Assignment Sheet 8--SELECTING THE BEST PERSONALITY to reinforce this area of information.

2. Have an employer come to class to discuss what it takes to have a successful personality.

3. Have the student list successful personality traits.

4. Have the student design a poster on good personality traits.

F. Information Sheet 6--DUTIES AND RESPONSIBILITIES

1. Use the following assignment sheets to reinforce this area of information.

   a. Assignment Sheet 9--PRICE FIGURING

      (1) Have the student explain how to find the price of one item.

      (2) Have the student make charts of duties and responsibilities.

   b. Assignment Sheet 10--EXPLAINING YOUR RESPONSIBILITIES

      (NOTE: This activity may be used as a quiz over the information.)

2. Have the class participate in a discussion dealing with job duties.

G. Information Sheet 7--KNOW YOUR CHECK STAND

1. Use the information sheet to reinforce this area of information.

2. Use the following assignment sheets to reinforce this area of information.

    a. Assignment Sheet 11--PRICING YOUR PRODUCE

        (1) Make several copies of this sheet and have the student update the price changes and specials weekly.

        (2) Have the student explain which produce specials are good buys and which items only appear to be specials.

    b. Assignment Sheet 12--CHECK STAND EQUIPMENT

        (1) Have several students build a mock-up check stand from cardboard boxes and role-play various situations.

        (2) Have the student explain to the class the use of check stand equipment.

        (3) Have the class make a poster of a check stand and label the general parts for classroom discussion.

H. Information Sheet 8--USING YOUR REGISTER

1. Use Assignment Sheet 13--EXPLAINING THE USE OF YOUR REGISTER to reinforce this area of information.

    a. Have the student explain the operation of a cash register.

    b. Have the student make a poster of a cash register and label all of the parts.

2. Have the student cut out pictures of different cash registers from discarded magazines and identify the brands and differences.

I. Information Sheet 9--RECEIVING PAYMENTS AND GIVING CHANGE

1. Use Assignment Sheet 14--MONEY EXCHANGE to reinforce this area of information:

    a. Have the class members pair off and practice making change using play money.

    b. Have the student explain the process of making change.

c. Have the student demonstrate taking money, counting change, and returning change to the customer.

2. Have the students discuss problems they encounter in making change.

3. Have the students practice making change in class.

J. Information Sheet 10--SAFEGUARDS IN HANDLING MONEY

1. Arrange for a guest speaker to discuss types of counterfeit money, shortchange artists, and protecting your business.

2. Use the following assignment sheets to reinforce this area of information;

   a. Assignment Sheet 15--TIPS ON MAKING CHANGE

      (1) Have the student discuss problems encountered in handling money.

      (2) Have the student explain some of the safeguards for handling money used at the training station.

      (3) Have the student describe the problems encountered in making change.

   b. Assignment Sheet 16--BALANCING THE CASH DRAWER

      (1) If a cash register is available, have the student use play money and the balance sheet to balance the register.

      (2) Provide several situations for the student to practice balancing the register.

   c. Assignment Sheet 17--HANDLING MONEY

      (1) Have the student explain to the class the reason for each decision.

      (2) Have the student relate any situations which may have occurred on the job.

K. Information Sheet 11--ACCEPTING CHECKS

1. Plan a check-writing session for the class.

   (NOTE: Have samples of various types of checks available.)

2. Use Assignment Sheet 18--CHECK YOUR CHECKS to reinforce this area of information.

  - a. Check with your local police department to see if they can present any information on bad checks.
  - b. Have the student relate to the class the types of bad checks the store has received.

L. Information Sheet 12--CREDIT CARD PROCESSING

1. Use Assignment Sheet 19--CREDIT CARD PROCESSING to reinforce this area of information.
   - a. Have the student discuss how credit cards are processed at the store where assigned.
   - b. Have the student make a poster of the types of credit cards accepted by the store.
2. Take the class to a local store to observe the processing of credit card sales.

M. Information Sheet 13--FOOD STAMPS

1. Use the following assignment to reinforce this area of information.

   (NOTE: These assignments may be used as short quizzes on this information.)

   - a. Assignment Sheet 20--FOOD STAMPS EXPLAINED
   - b. Assignment Sheet 21--HANDLING FOOD STAMPS

     Have the student make a chart of the foods that cannot be bought with food stamps.
2. Have the students role-play with their classmates accepting and giving change for food stamps.
3. Have the student make a chart of the food stamps used in a grocery store.
4. Have the student discuss food stamps with the class.

N. Information Sheet 14--COUPONS

1. Use Assignment Sheet 22--HANDLING COUPONS to reinforce this area of information.

   (NOTE: This assignment may be used as an oral presentation to the class.)
2. Have the student bring to class two different types of coupons used at the training station.
3. Have the student make a chart of the different types of coupons to display in class.

O. Information Sheet 15--WEIGHING

1. Use Assignment Sheet 23--PRICE PER POUND? to reinforce this area of information.

   (NOTE: Additional price-per-pound assignments may be designed and given to faster students.)

2. Have the student describe how the cashier-checker weighs food items.

3. Have the student draw a cartoon of a cashier-checker weighing a food item.

4. Have the class discuss any problems that may be encountered in weighing food items.

P. Information Sheet 16--TRADING STAMPS

1. Use Assignment Sheet 24--HOW MANY STAMPS? to reinforce this area of information.

   (NOTE: Have the students bring different trading stamps to class for discussion.)

2. Have the student bring to class the kinds of trading stamps the store gives out to its customers.

3. Have the student explain the purpose and procedures of food stamps to the class.

III. Answers to Assignment Sheets

A. Some of the answers will vary according to training station and should be graded individually.

B. Some assignment sheets will not have specific answers but will depend on student participation.

C. Discuss the assignment sheet answers with the student to correct any misunderstandings of the information.

IV. Test

A. The test is divided into 14 parts.

1. Each part covers one information sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information in one information sheet or area.

2. Give the entire test upon completion of the study guide and assignments.

3. Use several parts of the test as a semester or yearly evaluation test.

4. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any information areas or sheets added to the study guide.

V. Answers to the test

A. Answers are based on total information covered in the study guide, but may vary slightly because of individual interpretation.

B. For convenience of grading, make corresponding answer sheets for any test questions or parts added to the study guide.

VI. References

(NOTE: These references are not required for the student to complete the study guide; however, they do offer good supportive information.)

1. Modern Supermarket Operation, Pauline W. Burbrink, The University of Texas, Distributive Education Dept., Austin, Texas, 1969.

2. Food Service, Melvin S. Hatchett, The University of Texas, Distributive Education Dept., Austin, Texas, 1970.

3. How To Keep Customers Buying In A Self-Service Store, The National Cash Register Company, Dayton, Ohio.

4. The Label Tells the Story, Grocery Manufacturers of America, Inc., 205 East 42nd Street, New York, New York, 10017.

5. Courtesy, Ideal Food Stores, A Division of Allied Supermarkets, Liberal, Kansas, 67901.

6. Handling Coupons, An Instructional Course for Cash Register Operators, Ideal Food Stores, A Division of Allied Supermarkets, Liberal, Kansas, 67901.

7. Handling Food Stamps, An Instructional Course for Cash Register Operators, Ideal Food Stores, A Division of Allied Supermarkets, Liberal, Kansas, 67901.

8. Weigh It, An Instructional Course for Front-End Weighing, Ideal Food Stores, A Division of Allied Supermarkets, Liberal, Kansas, 67901.

9. Merchandise in Action, Lee W. Dyer, The University of Texas, Instructional Materials Center, Center of Extension, Austin, Texas, 1972.

10. Front End Operations, Robert R. Luter, The University of Texas, Instructional Materials Center, Austin, Texas, 1977.

11. Eye Gate Media 1979, H550B - "Supermarket Manager," 146-01 Archer Avenue, Jamaica, N.Y., 11435.

CASHIER-CHECKER

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1--Puzzle

Across	Down
1. Detail tape	2. Poise
4. Legible	3. Alert
6. Reproduction	5. Accurate
8. Counterfeit	7. Personal check
12. Cashier	9. Management
14. Changemaker	10. Checker
15. Detect	11. Automatic
16. Efficiency	13. Void key
17. Change bank	

Assignment Sheets 2 and 3

Evaluated to the satisfaction of the instructor.

Assignment Sheet 4

1. Yes
2. Yes
3. No
4. Yes
5. Yes
6. No
7. Yes
8. Yes
9. No
10. Yes
11. No
12. No
13. Yes
14. Yes
15. Yes
16. Yes
17. Yes
18. No
19. Yes
20. Yes

Assignment Sheet 5

A. Employee accidents and customer accidents can prevent customers from returning to the store.

B. Cashiers are to handle carefully all merchandise to prevent a spill or breakage. They should keep their registers clean and free from cluttered items. They should take care to place items so that they will not be damaged in the bag.

C. Answer should be carelessness or "unconcerned" attitude.

D. Preventive maintenance is taking care of equipment so that it does not break down as often.

Way of performing preventive maintenance could include:

1. Proper cleaning
2. Putting things in their places
3. Proper care of equipment
4. Periodic equipment checks
5. Overall store checklists

E. The answer may include the following:

1. Adhesive bandages
2. Gauze
3. Alcohol
4. Cotton swabs
5. Merthiolate
6. Surgical tape

F. Evaluated to the satisfaction of the instructor.

Assignment Sheets 6 and 7

Evaluated to the satisfaction of the instructor.

Assignment Sheet 8

A. 2. ✓
B. 1. ✓
C. 2. ✓
D. 2. ✓
E. 3. ✓
F. True
G. False
H. False
I. True
J. True
K. False
L. True
M. False
N. True
O. True

Assignment Sheet 9

A. 1. 5¢
2. 12¢
3. 10¢
4. 4¢
5. 14¢
6. 10¢
7. 7¢
8. 13¢
9. 6¢
10. 34¢
11. 9¢
12. 9¢
13. 6¢
14. 38¢
15. 8¢
16. 43¢
17. 20¢
18. 18¢

B. 1. 12¢
2. 7¢
3. 10¢
4. 20¢
5. 13¢
6. 9¢
7. 5¢
8. 8¢
9. 6¢
10. 9¢
11. 27¢
12. 13¢
13. 18¢
14. 45¢
15. 16¢
16. 12¢
17. 14¢
18. 10¢

C. 1. 27¢
2. 18¢
3. 19¢
4. 17¢
5. 18¢
6. 23¢
7. 10¢
8. 25¢
9. 27¢
10. 15¢
11. 19¢
12. 12¢
13. 14¢
14. 25¢
15. 19¢
16. 13¢
17. 35¢
18. 21¢

Assignment Sheet 10

A. 1. Greet every customer with a smile, the time of day, and by name if you know it.
2. Show the customer where the item is located.
3. Give the customer a rain check whenever the store runs out of a special.
4. "Thank you! Come back to see us!"

B. If more than three customers line up at the check stand, you should ask for another register to be opened.

C. The answer may include:
1. Thank you!
2. Come back to see us!
3. Hello! How are you today?
4. Thank you for shopping with us!
5. Have a nice day!

D. Answers should include:

1. Ask the sacker to go to the dairy section and bring a fresh gallon of milk. Tell the customer you are sorry for the inconvenience.
2. You should replace the sack of groceries with equal items, but not charge the customer. Tell the customer you are sorry this happened.
3. Ask for another check stand to be opened when three or more customers are in a line. Tell the customer you are sorry it took so long.
4. Say you are sorry for the mistake and then correct the mistake on the bill. Record the over-ring on the over-ring sheet.

E. The answer should include:

1. Provide fast, accurate, friendly, and courteous service.
2. Correctly register each item at the correct price and in the correct department.
3. Correctly handle all types of refunds, exchanges, coupons, stamps, and mistakes.
4. Collect money for each purchase and correctly make change.
5. Help stock any merchandise as assigned by the store.
6. Keep the check stand clean and ready for checkout.

Assignment Sheet 11

Evaluated to the satisfaction of the instructor.

Assignment Sheet 12

A. 1. Amount keys

2. Cash drawer

3. Amount indicators

4. Motor bar

B. 1. Scale
2. Platform
3. Reading line
4. Lock

C. 1. Scale
2. Cash register
3. Check stand

Assignment Sheet 13

A-D--Evaluated to the satisfaction of the instructor.

E. 1. Amount indicator
2. Key release lever
3. Special classification keys
4. Register lock
5. Amount keys
6. Transaction indicator
7. Audit strip
8. Operating motor bar

Assignment Sheet 14

A. Answer should include:

1. So profit will not be lost from too much change being given out.
2. So the store will not lose business from customers being short-changed.
3. So the cash register will balance at the end of the day.
4. So the shortage will not have to be made up by the cashier.

B. The money should be placed on the money slab on the register so the customer and the cashier-checker can see the denomination on the bill until change has been made.

C.

	.01	.05	.10	.25	.50	$1	$5	Result
1.	3	1		1				$ .33
2.	1		2		1	3		3.71
3.	4	1	1					.19
4.	1		1		1	4	1	9.61
5.	4	1	2					.29
6.	3	1	1	1		2		2.43
7.	4		2	1	1	1		1.98
8.	4		2			2	1	7.24
9.	3	1	1	1		3		3.42
10.	4		2					.24
11.	4		2	1				.49
12.	2		2	1		2		2.47

Assignment Sheet 15

A. An under-ring is when the customer is charged less than the actual cost of an item because the cashier-checker misread the price or punched the wrong keys. This should be corrected by re-ringing the transaction and then voiding the incorrect receipt. The error should be recorded on the over-ring sheet with the incorrect receipt attached.

B. An over-ring is when the customer was charged more than the actual cost of an item because the cashier misread the price or punched the wrong keys. This should be corrected by re-ringing the transaction, then voiding the incorrect receipt. The over-ring should be recorded on the over-ring sheet and the incorrect receipt attached.

C. 1. The transaction should be corrected at that time and not subtracted from the next items.

   2. The transaction should be corrected by refunding the customer for the amount of the over-ring at the end of the transaction.

   3. Both over-rings should be recorded separately and the customer should be refunded the $1 before paying for the merchandise.

   4. Refund the sales tax as a part of the $.50 refund, but record it separately on the over-ring sheet.

D. To place a change bank or "supply of money" for the day's transactions in a cash drawer, the cashier-checker should:

   1. Record "NO SALE" on the register.

   2. Remove the change from the drawer and place it on a piece of cardboard over the bill portion of the drawer.

   3. Count the coins as they are placed in the drawer, one denomination at a time.

   4. List the total amount of each denomination on a sheet of paper.

   5. Count the bills into the drawer and record the amounts.

   6. Total the figures to see if the amount is correct.

E. The cashier-checker should check items first, and then wrap the items second so that:

   1. Merchandise will not get out without being charged for.

   2. The customers will not be embarrassed if they have to return an item to the shelf if they find they are short of money.

   3. The cashier-checker can include the receipt on top of the customer's grocery bag.

F.
  1. $5.21, 5.22, 5.23, 5.24, 5.25 5.75, 6.00, 7.00, 8.00, 9.00, 10.00
  2. $2.40, 2.50, 3.00
  3. $11.84, 11.85, 11.90, 12.00, 13.00, 14.00, 15.00, 20.00
  4. $31.16, 31.17, 31.18, 31.19, 31.20, 31.25, 31.75, 32.00, 33.00, 34.00, 35.00, 40.00
  5. $61.92, 61.93, 61.94, 61.95, 62.00, 63.00, 64.00, 65.00

G. Answer should include:
  1. The fine lines on a counterfeit bill may be irregular, broken, or scratchy.
  2. The points on the rim of the seal may be broken and irregular.
  3. Portions of the designs may appear unusually white or dark, and maybe smudgy.
  4. Serial numbers may be unevenly spaced.
  5. There will be no tiny red and blue silk threads scattered about in the paper.

H. It is better to make change in the fewest number of coins possible to speed customer service and lessen the chance of error.

I. Enter "NO SALE" on the register and make the correction out of the register.

II-T18

Assignment Sheet 16

DAILY BALANCE SLIP

Speedy Supermarket

Cashier Checker Student's Name Date Today's Date

		Dollars	Cents
Change Fund		$ 50	.00
Total sales indicated on detail audit tape		523	.77
Total sales and change fund		573	.77
Less:			
Voids			.29
Refunds and Paid-outs		2	.54
NET CASH TO BE ACCOUNTED FOR		571	.23
Denomination of money:			
Pennies			.57
Nickels		15	.85
Dimes		10	.10
Quarters		15	.75
Halves		5	.50
Currency		350	.00
Checks		176	.00
TOTAL CASH AND CHECKS IN DRAWER		573	.77
Cash short or over	over	50	.00
Number of paid-out slips			1

Assignment Sheet 17

A. 4. ✓
B. 3. ✓
C. 2. ✓
D. 3. ✓
E. 3. ✓
F. 4. ✓
G. 2. ✓
H. 2. ✓
I. 4. ✓
J. 3. ✓
K. 3. ✓
L. 4. ✓
M. 2. ✓
N. 3. ✓
O. 2. ✓
P. 3. ✓
Q. 4. ✓
R. 3. ✓
S. 3. ✓
T. 2. ✓

Assignment Sheet 18

A. 1. Date
   2. Signature
   3. Amount
   4. Check number
   5. Address or phone number
   6. Payee
   7. Bank name
   8. Customer's account number

B. Answer should include:

   1. Signature is different from printed name.

   2. The numerical amount is different from the written amount.

C. 1. Personal checks

   2. Traveler's checks

   3. Payroll checks

   4. Treasury checks

   5. Money orders

   6. Two-party checks

Assignment Sheet 19

A. Answers may include:
   1. VISA
   2. Diner's club
   3. Master Charge
   4. American Express
   5. Carte Blanche

B. Answer should include:

1. Be sure the card is acceptable.

2. Check the expiration date.

3. Check the card number in the acceptable number book.

4. Set the date on the card processing machine.

5. Write a description of the purchase on the credit card slip. Include sales tax and totals.

6. Place the card face up in the machine.

7. Place the sales slip in the machine face up over the card.

8. Move the handle across the machine and back to the original position.

9. Remove the card and slip.

10. Have the customer sign the slip.

11. Compare the signature to the one on the card.

12. Return the card and the customer copy of the slip to the customer.

13. Place the original and other copies in the cash drawer.

C. Tell the customer you are sorry, but you cannot accept this card because it is expired.

D. Answers should include:

1. More convenient than cash.

2. Can be used for most purchases.

3. Provides receipts for tax purposes.

Assignment Sheet 20

A. and B. Evaluated to the satisfaction of the instructor.

C. 1. Accept a credit slip for the change amount.

2. "Trade-out" for the amount in eligible foods.

3. Pay the store the difference in cash.

D. This is a federal law and no exceptions can be made.

E. Answers should include items in the following categories:

  1. Alcoholic beverages and tobacco
  2. Deposits on containers of eligible items
  3. "Lunch counter" items or prepared foods to be eaten on the premises
  4. An exchange for cash
  5. Any non-food items such as hosiery, dog food, aluminum foil, plastic spoons

Assignment Sheet 21

A. a. No
  b. Yes
  c. Yes
  d. Yes
  e. No
  f. No
  g. No

B. No

C. Yes

D. Yes

E. No

F. Yes

G. No

H. Yes

I. Yes

J. Yes

K. Yes

L. Yes

M. Yes

N. No

Assignment Sheet 22

A. 1. Vendor coupons
  2. Store coupons

B. Evaluated to the satisfaction of the instructor

C. Answer should include:
  1. Cents-off
  2. Sale price
  3. Free item

Assignment Sheet 23

A. 1. $1.72
   2. $1.86
   3. $2.38
   4. $2.06
   5. $2.24
   6. $2.10
   7. $1.82
   8. $2.30
   9. $2.20
   10. $1.68

B. 1. $ .82
   2. $ .65
   3. $ .90
   4. $ .98
   5. $ .60
   6. $ .71
   7. $ .77
   8. $ .96
   9. $ .80
   10. $ .96

Assignment Sheet 24

A. and B. Evaluated to the satisfaction of the instructor.

C. One, Zero

D. 1. 0
   2. 94, 9, 4
   3. 568, 56, 8
   4. 185, 18, 5
   5. 379, 37, 9
   6. 59, 5, 9
   7. 7, 0, 7

E. Depends on training station.

CASHIER-CHECKER

ANSWERS TO TEST

Part 1

1. a. ✓
    b. ✓
    c.
    d.
    e. ✓
    f. ✓
    g.
    h. ✓
    i. ✓
    j.
    k. ✓
    l. ✓
    m.
    n.

2. a. T
    b. F
    c. T
    d. F
    e. T
    f. T
    g. F
    h. T

Part 2

1. The answers should contain:

    a. - You are the only contact with them at the store.
        - You are a good public relations person for the company.
        - You give a good impression of the company.

    b. - You take some responsibilities from them.
        - You help the store's operation overall.
        - You set a good example for other employees.

    c. - You help them in their responsibilities.
        - You help that department in its work duties.
        - You help insure the store's efficiency.

    d. - You help the company to grow.
        - You help the company to prosper.
        - You help your store to be efficient.
        - You set a good example for the company.

2. The answer should contain:

   a. - To show the customer you are trustworthy.

      - Give the company a good reputation.

      - Creating good employee-customer relations.

   b. - So not to tie up the customer's time.

      - So you can check out other waiting customers.

      - So you can help out some of the other checkers.

   c. - To show the customer the store's appreciation for shopping with them.

      - To give a good representation of the company.

      - To get the customer to shop with you again.

3. The answer should contain:

   - To show courtesy.

   - To be helpful to the customer.

   - To get the customer to shop with the store again.

   - To give the customer a good representation of the company.

4. The answer should contain:

   - Honesty

   - Trustworthiness

   - Cleanliness

   - Respectful

   - Hard working

   - Prompt

5. Indifference and lack of interest by employees will cause a store's loss of customers because of the poor customer service which is a result of these attitudes.

Part 3

1. c
2. b
3. a
4. a
5. a
6. b
7. c
8. c
9. a
10. c

Part 4

1. a. 2
   b. 3
   c. 1
   d. 1
   e. 2
   f. 3
   g. 2
   h. 3
   i. 3
   j. 3

2. a. ✓
   b.
   c. ✓
   d.
   e. ✓
   f.
   g.
   h. ✓
   i.
   j. ✓

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Part 5

1. a. ✓
b.
c. ✓
d.
e. ✓
f.
g. ✓
h. ✓
i.
j. ✓
k.
l. ✓

2. a. ✓
b.
c. ✓
d. ✓
e.
f. ✓
g. ✓
h. ✓
i. ✓
j.
k.
l. ✓
m. ✓

Part 6

1. a. ✓
b. ✓
c.
d. ✓
e.
f. ✓
g.
h. ✓
i. ✓
j. ✓
k.
l.
m. ✓
n. ✓

2. a. T
b. T
c. T
d. F
e. T
f. T
g. F
h. F
i. F
j. T
k. T
l. F
m. T
n. T

3. The answer should include the following points:
   - a. patience
   - b. speed
   - c. accuracy
   - d. courteous service
   - e. good attitude
   - f. a big "thank you"

Part 7

1. a. 2
   - b. 3
   - c. 1
   - d. 4

2. The answers should include five of the following seven points:
   - a. Weighing capabilities
   - b. Cash register
   - c. A supply of grocery bags
   - d. Carry out
   - e. Copies of that week's advertisement
   - f. An area to leave your grocery cart
   - g. Convenience items (example: candy, cigarettes, magazines, matches)

3. The answer should include:
   - a. Courtesy
   - b. Honesty
   - c. Speed
   - d. Accuracy
   - e. A pleasant "thank you"

4. To separate the customer's order into checked and unchecked items

5. To keep heavier items from damaging them and so they may be placed in special bags.

Part 8

1. a. T
b. T
c. F
d. F
e. T
f. F
g. T
h. T
i. T
j. F

2. a. ✓
b. ✓
c.
d. ✓
e.
f. ✓
g.
h.

3. a. 6
b. 2
c. 1
d. 3
e. 4
f. 5

4. a. amount indication
b. key release lever
c. special classification keys (or taxable and non-taxable)
d. register lock
e. amount keys
f. transaction indication
g. audit strip
h. operating motor bar

Part 9

1. a. T
b. T
c. F
d. T
e. T
f. T
g. F
h. F
i. F
j. F

2. a. 4
b. 2
c. 3
d. 5
e. 6
f. 1

3. a. ✓
b.
c. ✓
d. ✓
e.
f. ✓
g. ✓
h. ✓

Part 10

1. a. T
b. T
c. F
d. F
e. F
f. T
g. T
h. F
i. T
j. F
k. T
l. T

2. a. 3
b. 1
c. 2
d. 1
e. 3

3. a. ✓
b.
c. ✓
d.
e.
f.
g. ✓
h. ✓
i. ✓
j.

Part 11

1. a. T
   b. T
   c. T
   d. T
   e. T
   f. T
   g. T
   h. F
   i. F
   j. T

2. a. Personal
   b. Payroll

3. a. No
   b. Store Manager or Assistant Manager
   c. One major charge card

4. a. Current driver's license
   b. Military or government identification cards
   c. Credit cards which show the person's signature

5. A non-personal check is a payroll check from a company, business, or the government. It is a check that is given to someone for services rendered. An example of a non-personal check is a weekly company payroll check.

Part 12

1. a. ✓
   b. ✓
   c. ✓
   d.
   e.
   f. ✓
   g.
   h. ✓
   i. ✓
   j. ✓

2. a. T
   b. T
   c. F
   d. F
   e. T
   f. T
   g. T
   h. F
   i. T
   j. T

Part 13

1. a. No
   b. Yes
   c. Yes
   d. No
   e. No
   f. Yes
   g. No
   h. Yes
   i. Yes
   j. Yes
   k. No
   l. No

2. Yes, but only if the serial numbers match those on the book.

3. a. Accept a credit slip for 99¢ or less.
   b. "Trade-out" eligible foods.
   c. Pay the store the difference in cash.

4. a. ✓
   b. ✓
   c.
   d. ✓
   e.
   f. ✓

5. a. T
   b. F
   c. T
   d. F
   e. T
   f. F
   g. T
   h. F

Part 14

1. T
2. T
3. T
4. F
5. T
6. T
7. F
8. F
9. T
10. D
11. A
12. B
13. B
14. B
15. A or C
16. A
17. D
18. D

Part 15

1.
   a. T
   b. T
   c. F
   d. F
   e. T
   f. T
   g. F
   h. T
   i. F
   j. T

2. If the reading line is less than halfway between the two marks, you will charge the lower price.

3. The scale was made to translate the item's weight into dollars and cents.

4.
   a. 82¢
   b. 84¢
   c. 68¢
   d. 96¢
   e. 60¢
   f. 76¢
   g. 65¢
   h. 84¢

Part 16

1. S & H Green Stamps
   Gold Bond Stamps
   Purple Stamps

2. One stamp for each 10¢
   None

3.
   a. Cigarettes
   b. Beer
   c. Wine
   d. Liquor

4. The objective of the stamp program is to increase sales by offering an extra value for a purchase.

CASHIER-CHECKER

DOT NO. 211.462-014

Job Description

The cashier-checker will operate the cash register to itemize and total customer's purchases in self-service grocery or department stores:

1. Reviews price sheets to note price changes and sale items.
2. Records prices and departments, subtotals taxable items, and totals purchases on the cash register.
3. Collects money from the customer and makes change.
4. Stocks shelves and marks prices on containers.
5. Weighs items, bags merchandise, issues trading stamps, and redeems food stamps and promotional coupons.
6. Cashes checks.

Alternate Title

Grocery checker

CASHIER-CHECKER

STUDY GUIDE OBJECTIVE

After completion of the study guide, the student will be able to use the correct terminology and safety rules in performing the procedures and responsibilities required of a cashier-checker in a grocery store. This knowledge will be evidenced through demonstration and by satisfactorily completing the study guide.

SPECIFIC OBJECTIVE

After completion of this study guide, the student will be able to:

1. Identify the terms and definitions used by the cashier-checker at the work station.
2. Point out the advantages of becoming a cashier-checker.
3. Point out the importance of the cashier's creed.
4. Identify safety, care, and maintenance procedures.
5. Point out what personality it takes for job success.
6. Identify the duties and responsibilities of a cashier-checker.
7. Explain the use of the equipment at the check stand.
8. Point out the procedures in operating a register.
9. Demonstrate how to receive payments and give change.
10. Select the safeguards to follow in handling money.
11. Follow the correct procedures used in cashing each of the types of checks.
12. Identify the procedures in accepting credit cards.
13. Identify the procedures in accepting food stamps.
14. Identify the procedures in accepting coupons.
15. Demonstrate the procedures in weighing food items.
16. Identify the procedures of giving out trading stamps.

CASHIER-CHECKER

INFORMATION SHEET 1--SOME TERMS YOU SHOULD KNOW

A. Cashier--Person in charge of money.

B. Checker--An employee who checks out purchases in a self-service store.

C. Tactful--Being thoughtful and courteous of others' feelings.

D. Poise--Ability to handle situations easily and calmly.

E. Efficiency--Doing or producing something without waste.

F. Mannerism--A characteristic or action of a person which is usually done unknowingly.

EXAMPLES: Bad mannerisms usually seem peculiar and are bothersome.
Good mannerisms are shown when an individual smiles easily and shows a sincere interest in others.

G. Alert--Being ready and watchful.

H. Accurate--Correct.

I. Management--Supervisory people that control and give directions at a training station.

J. Legible--Neat and readable.

K. Compute--Figure a check or amount.

L. Transaction--To carry through a business deal.

M. Automatic--The ability of a machine to operate on its own.

N. Change maker--A machine that automatically makes change when the correct keys are pushed.

O. Denomination--Value or size of a piece of money.

P. Personal check--A check written on the customer's own bank account when paying for service.

Q. Change bank--Amount of money put in the cash register at the beginning of the day or shift.

R. Detail tape--A cash register record of transactions, number of customers, and the date.

S. Void key--A button on the cash register that allows the cashier to erase the amount shown when an error has been made.

T. Reproduction--A copy.

U. No-Sale key--The button on a cash register used to open the cash drawer.

V. Credit card--A card allowing the customer to charge or delay payment on purchase made.

W. Counterfeit bill--Money made illegally by an individual and not approved by the U.S. Government.

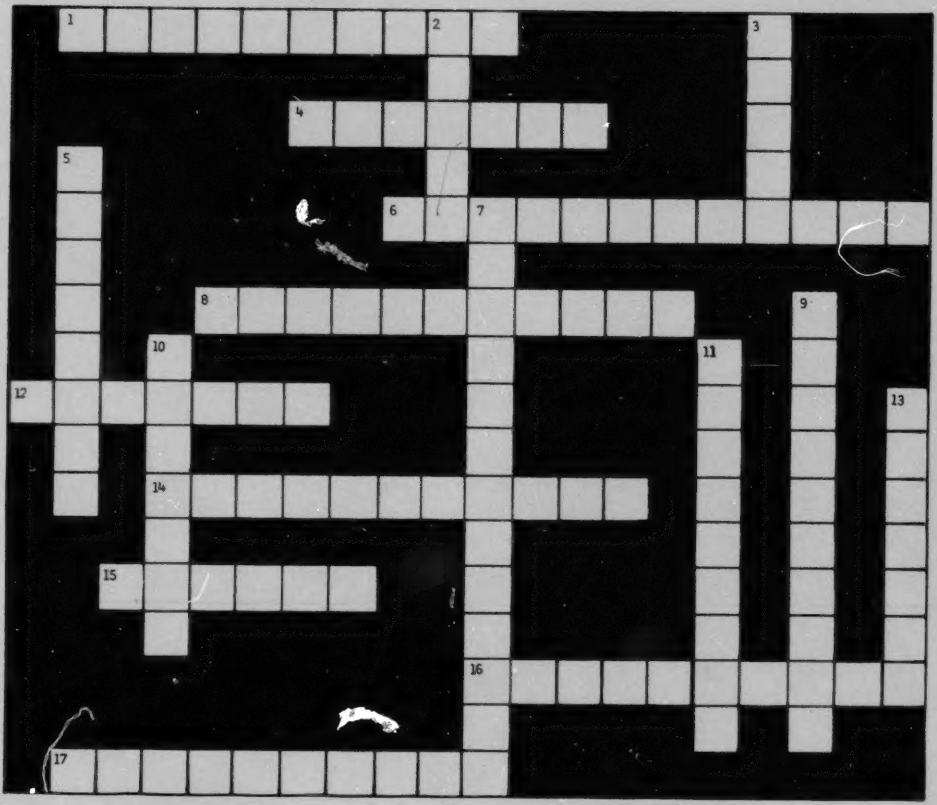
X. Detect--To discover or find out about something or someone.

Y. Shortchange artist--A person who is an expert in cheating by confusion or distraction.

Z. Traveler's check--A special form of check which must be signed when it is obtained at the bank and then again when the person uses it to pay for goods or services.

CASHIER-CHECKER

ASSIGNMENT SHEET 1--CASHIER TERMINOLOGY



Across

1. A cash register record of transactions, number of customers, and the date
4. Neat and readable
6. A copy
8. Money made illegally by an individual and not approved by the U.S. Government
12. Person in charge of money
14. A machine that automatically makes change when the correct keys are pushed
15. To discover or find out about something
16. Doing or producing something without waste
17. Amount of money put in the cash register at the beginning of the day

Down

2. Ability to handle situations easily and calmly
3. Being ready and watchful
5. Correct
7. A check written on the customer's own bank account when paying for service
9. Supervisory people that control and give direction at a training station
10. An employee who checks out purchases in a self-service store
11. The ability of a machine to operate
13. A button on the cash register that allows the cashier to erase the amount shown when an error has been made

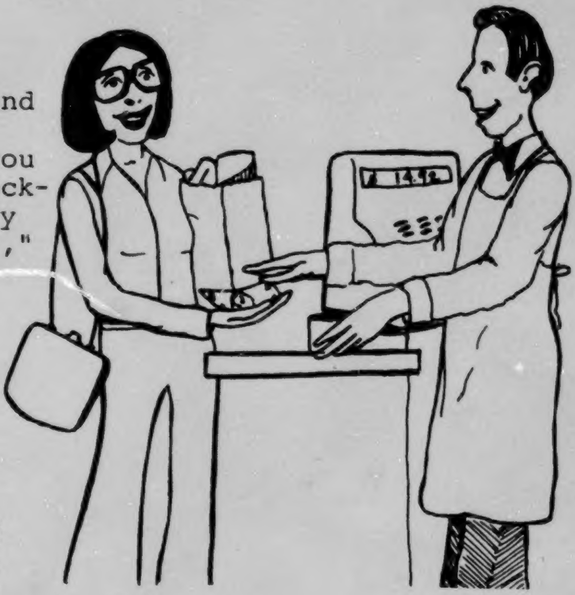
INFORMATION SHEET 2--SO YOU WANT TO BE A CASHIER-CHECKER?

So you want to be a cashier-checker? If you do, you will be entering not only the world's largest industry, but also the most competitive. It's so competitive that we have to go out of our way to make our customers happy in every way. Our entire existence depends on customer satisfaction.

You, the cashier-checker, are possibly the only personal contact that the customers may have while shopping in the store. For this reason, stores are very concerned and very selective about whom they hire as a cashier-checker.

Stores really ask very little of you, but they do expect you to provide fast, accurate, and courteous service to the customer. They will train you to be fast and accurate, but it's up to you to be courteous. It's up to you to develop a sales personality and to provide the best customer service in town.

What is courtesy and sales personality? It is: Warmly greeting the customer with a sincere smile and a friendly "Hello," "How are you today?," "Did you find everything you needed?" After finishing your check-out you may promptly and courteously ask: "Will there be anything else?," "That will be $$, please." After accepting their money say: "Thank you for shopping with us. Please come back soon."



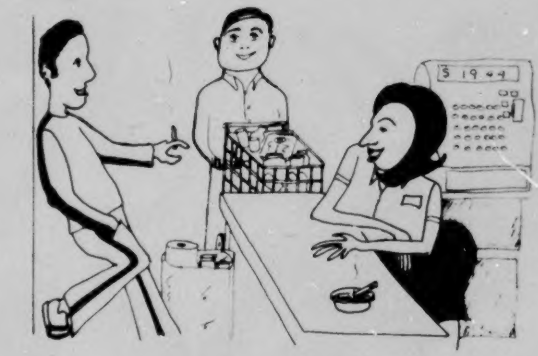
While you're working, you will be constantly evaluated to see if you are giving the customer friendly and courteous service. If you are, you have a bright future ahead. If you are not, your employment may be terminated.

Courtesy is part of your job. Since the store depends on satisfied customers, so does your employment depend on your ability to give the customer friendly and courteous service.

Customer service is important. Surveys are always being done to find the reasons why customers decide to stop shopping at a particular store. Here are the results of one such study:

1%	Because of death
3%	Moved away
5%	Influenced by friends
9%	Searching for lower prices
14%	Unadjusted complaints
68%	Indifference and lack of interest by employees

Indifference and lack of interest by employees caused the loss of 68% of the customers. Add 14% more because of unadjusted complaints which is also considered customer service, and you will find that over 80% of customers are lost because of poor customer service. This is an alarming figure. You can help prevent this by providing excellent service. Here's an example of how some of our customers may feel. Put yourself in their shoes for a moment.



Remember me? I'm the person who goes into a restaurant, is seated, and waits patiently while the waitresses do everything except take my order. I'm the person who drives into a service station and never blows the horn, but waits patiently while the attendant finishes reading a comic book.

So...let's do better than that. Give plenty of fast, courteous service to everyone from the moment they come into our store till we load their groceries into their cars.

Courtesy is Contagious! Courtesy pays...your Salary!!!

ASSIGNMENT SHEET 2--HOW DO I SHOW COURTESY?

Directions: Select one or more of the following activities to complete. Discuss your selection with your instructor.

A. Draw a poster demonstrating an employee being courteous.

B. Draw a chart to serve as a daily check list for courtesy, speed, accuracy, and personality.

C. Make a short talk to the class on "Methods of Showing Courtesy."

D. Design a chart or graph to show the reasons why customers stop shopping at a food store. Explain the chart to the class.

INFORMATION SHEET 3--THE CHECKER'S CREED

I will . . . . . be courteous at all times--treating you, the customer as I would like to be treated--to make you feel welcome in this store.

I will . . . . . take pride in my personal appearance--so that I will look clean and neat for myself, my store, and you.

I will . . . . . do my best--checking out for you, the customer, with speed and accuracy--knowing that time is valuable to you, to my store, and to me.

I will . . . . . be accurate and keep well informed of all price changes--so that you, the customer, are never charged anything but the correct price.

I will . . . . . handle your food carefully--as carefully as if it were my own--so that you receive full value for your food dollar.

I will . . . . . make proper use of supplies and equipment--knowing that waste profits no one.

I will . . . . . abide by the rules and regulations of my company--knowing that they were made for the good of all.

I will . . . . . be loyal to my job, my store, and my fellow workers--knowing that dependability builds confidence and confidence builds success.

I will . . . . . strive constantly to improve myself and take pride in my job--knowing that I am performing a service to my community.

I will . . . . . be cheerful--even when it is most difficult--knowing that a smile and a "thank you" sincerely stated, will bring a smile and a "thank you" in return, to be long remembered by both you and your customer.

CASHIER-CHECKER

ASSIGNMENT SHEET 3--HOW THE CHECKER'S CREED APPLIES TO ME

A. From "The Checker's Creed," choose the one statement most important to you and tell why it is important.

B. Beside each of the following numbers, write what you, as a cashier-checker, have done that shows how you actually carried out each point in the creed. If you have not done one or more of these statements, explain why you have not.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

C. Write a brief description of the "ideal" cashier-checker.

CASHIER-CHECKER

ASSIGNMENT SHEET 4--HOW DO I SHOW PRIDE IN MY APPEARANCE?

Directions: Select the best ways to show personal pride in one's appearance by answering "Yes" or "No" to each of the following statements.

_____ 1. Cleaning and brushing hair daily.

_____ 2. Brushing teeth daily.

_____ 3. Bathed three days ago.

_____ 4. Put on deodorant this morning.

_____ 5. Placed my name badge on slightly crooked.

_____ 6. Shook the wrinkles out of the uniform I wore yesterday so that I can wear it again today.

_____ 7. Cleaned my hands and fingernails today.

_____ 8. Washed my hands again after lunch.

_____ 9. Brushed my hair after every customer.

_____10. Cleaned and polished my shoes before I go to bed.

_____11. Brushed the dandruff from my shoulders occasionally during the day.

_____12. Adjusted my sloppily fitting clothes occasionally.

_____13. Put on just the right amount of make-up or cologne.

_____14. Looked in the mirror to check my appearance as I came off of break.

_____15. Checked to see that my clothes were free of smudges before I left home.

_____16. Checked my appearance in the mirror before I left home.

_____17. Wore a smile all day.

_____18. Forgot to shave this week.

_____19. Brushed lint from uniform during lunch hour.

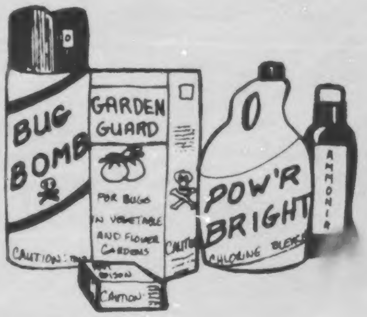
_____20. Washed my face and eyes this morning.

CASHIER-CHECKER

INFORMATION SHEET 4--SAFETY, CARE, AND MAINTENANCE

Protection of the customers and their merchandise is very important in a food store. Injuries caused by accidents can cause customers to not return to the store, and may result in lawsuits against the employee and employer. The following list should be studied before beginning work.

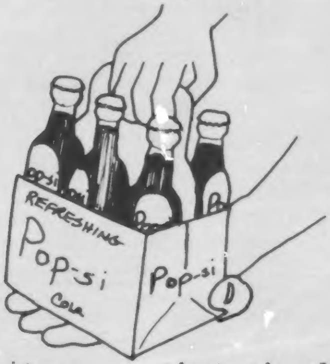
I. Safety procedures


BUG BOMB
CAUTION
GARDEN GUARD
FOR BUGS IN VEGETABLE AND FLOWER GARDENS
CAUTION
POISON
CAUTION
POW'R BRIGHT
CHLORINE BLEACH
AMMONIA

A. Handle food items with care. Careless handling of items could cause you to drop or splatter something on the customer.

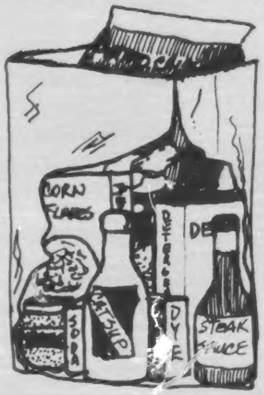
B. Handle chemicals and bleaches very carefully.

C. Watch for jars or bottles with loose lids or caps.


REFRESHING
Pop-si
COLA
Pop-si

D. Leave large drink bottles or sac of potatoes in the cart if possi during checking. If they must be moved, place one hand under the carton or sack while the other han picks it up.

E. If you bag groceries for the bagger, always warn the customer of heavy sacks.


CORN FLAKES
DETERGENT
DE
SODA
CATSUP
DYE
STEAK SAUCE

F. Bag items so that the lighter, crushable merchandise is on top of the heavier items and will not be damaged.

G. Place boxes or small items between glass bottles to reduce chance of breakage.

H. Keep the counter area clean and bottles removed.

I. Have unsold merchandise returned to the shelves so that the checkout stand will not become cluttered and create possible safety hazards.

J. Bag all refrigerated or frozen foods together.

K. Be careful not to overload any one sack with too many canned goods so that it becomes too heavy to handle.

II. Care of the check stand

A. A counter should be wiped clean each day, or any time during the day that it becomes soiled with water from wet foods such as chickens or sweating cans. Wash the entire check stand once a week and wax the counter top.

B. The cash register should be wiped off each day with a dry cloth. The register should be wiped with a damp, soapy cloth once a week, but don't allow water to get into the inner parts.

C. Remove clips, pens, and paper from the register each day.

D. Keep the drawers supplied with necessary items only.

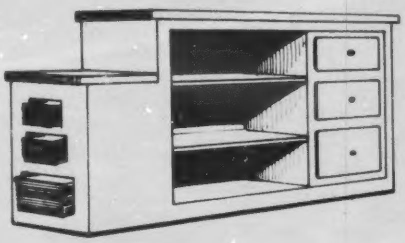
E. Keep a pen handy for customer use.

(NOTE: Attaching the pen to the check stand with a string will help keep the pen in place.)

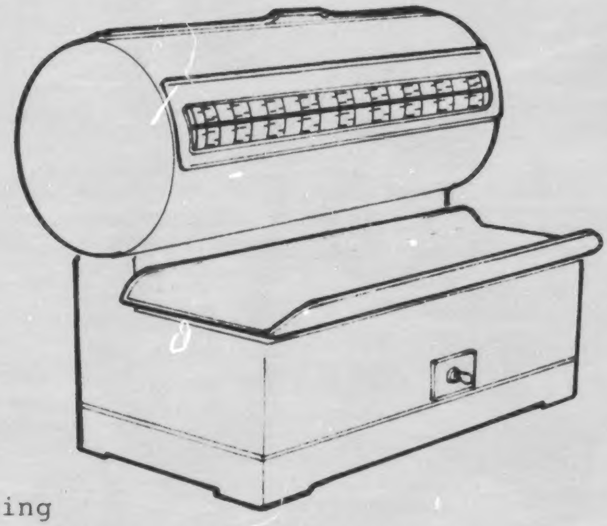
III. Bag rack supplies

A. The bag supply should be stocked every morning.

B. Trash should be removed from the bag rack each day and the rack should be thoroughly cleaned weekly.



IV. Keep the scales platter and reading line glass clean. Do not drop items on the scales. Clean the scales with soapy water weekly.



V. Floor area cleaning

A. Sweep the floor daily.

B. Pick up litter during the day.

C. Mop any spills as they occur, and around the counter once a week.

D. Keep the trash container emptied, and occasionally wash.

CASHIER-CHECKER

ASSIGNMENT SHEET 5--EXPLAIN SAFETY, CARE, AND MAINTENANCE

A. What effect do reports of customer injuries and employee accidents have on the supermarket?

B. Tell what a cashier-checker's responsibility is in relation to safety and accident prevention.

C. Tell what you believe is the main cause of employee and customer accidents.

D. Define "preventive maintenance." List 5 ways that preventive maintenance could apply to you on the job.

"Preventative maintenance" is:

Five ways to perform preventative maintenance are:

1.

2.

3.

4.

5.

E. List the equipment you think is necessary for the first aid kit.

1.

2.

3.

4.

5.

F. Tell how you can be an accident-free and safety-conscious cashier-checker.

CASHIER-CHECKER

ASSIGNMENT SHEET 6--CHECKING YOUR TRAINING STATION

Directions: Read the following Duty List. Place a "✓" before the duties that you actually carry out in your training station.

1. Counter

_____A. Wash daily with warm water and soap.

_____B. Wax weekly.

_____C. Wash outside, ends, underside, inside, and back bar weekly.

2. Cash Register

_____A. Wipe off cash register daily with a dry cloth.

_____B. Use damp cloth and soap once a week. Polish with a dry cloth. DO NOT LET WATER GET INTO THE INNER PARTS.

_____C. Brush out dust around the ribbon and paper guides. DO NOT TOUCH GREASE-COATED PARTS.

_____D. Dust drawers with a cloth sprinkled with furniture polish.

_____E. Clean cash register of clips, pen, and paper.

_____F. Oil the drawer slides weekly.

_____G. Keep the front and back indicator clean at all times.

3. Bag Racks

_____A. Wash once a week.

_____B. Stock bag supply every morning and repeat as often as necessary.

4. Scales

_____A. Wipe clean with a warm, damp cloth and soap daily.

_____B. Polish with a dry cloth.

5. Floor

_____A. Sweep cashier-checker area daily.

_____B. Keep litter picked up in area.

_____C. Mop when necessary.

6. Trash Container

_____A. Empty when necessary.

_____B. Clean thoroughly as needed.

7. Clean Stand Drawers

_____A. Keep only necessary supplies.

_____B. Keep supplies in clean and neat order.

8. Lower Check Stand

_____A. Remove items and clean thoroughly each week.

_____B. Have merchandise that is to be returned to shelves removed as soon as possible.

ASSIGNMENT SHEET 7--PRESENTING SAFETY

Directions: Select one of the following activities to complete.

A. Present a short talk on your responsibility to the store concerning safety and accident prevention.

B. Present a short talk on how you can be an accident-free and safety-conscious cashier-checker.

C. Design a safety poster showing one or more safety ideas.

D. Design a "Safety Inspection Report" to use on your training station.

E. Survey your training station for areas that are possible hazards and explain how the situation can be corrected.

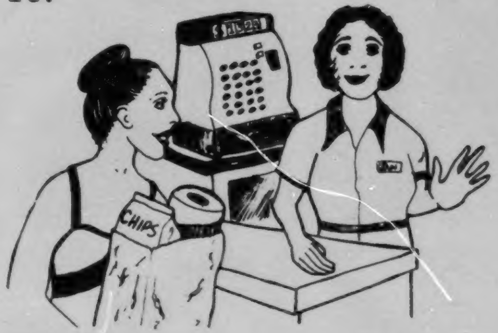
F. Discuss with the management the safety record of store employees. Record the types of accidents and the reasons for each. Give suggested safety procedures that could have prevented each accident. Do the same for customer accidents.

INFORMATION SHEET 5--PERSONALITY FOR JOB SUCCESS

I. Ways of showing proper work attitudes.

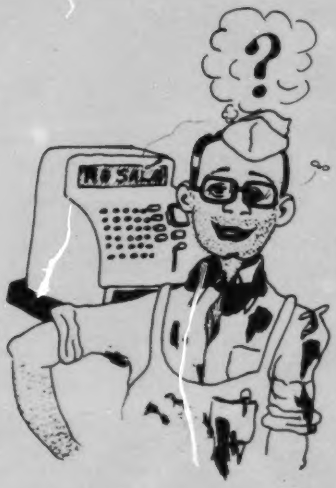
(NOTE: Since the cashier-checker is the last person the customer sees before leaving the store, it will be very rewarding for the store if the cashier-checker leaves a good and lasting impression by being pleasant and efficient.)

- A. Be courteous and considerate in order to get along successfully with customers.
- B. Be honest in dealing with customers and fellow employees. If you make a mistake, admit it.
- C. Be tactful and thoughtful when speaking to customers.
- D. Be pleasant at all times, expecially when the customer is unpleasant.
- E. Be fast and accurate.
- F. Show pride in your job.
- G. Thank all customers for shopping at your store and invite them to come again.



II. Making one's appearance fit the job.

(NOTE: Your appearance is just as important as your attitude in leaving a good impression with the customer.)



- A. Be neat and clean.
- B. Manicure your nails.
- C. Avoid flashy clothing and jewelry.
- D. Have a friendly smile and pleasant manner to help make the customer feel welcome.
- E. Be alert.
- F. Use good posture.
- G. Show poise
  - 1. If a customer questions the amount of change given, be friendly and courteous while explaining.
  - 2. If you've made a mistake, apologize.

CASHIER-CHECKER

ASSIGNMENT SHEET 8--SELECTING THE BEST PERSONALITY

Directions: Complete A-E by placing a "√" in front of the correct answer.

A. A customer asks you if you have any more of an item that is missing from the shelf. You should:

_____ 1. Suggest taking a similar item that is on the shelf.

_____ 2. Be helpful by checking the backroom.

_____ 3. Say it will probably be on the shelf tomorrow.

B. A customer cannot reach an item on the top shelf. You are asked to help. You should:

_____ 1. Smile and get the item down from the shelf.

_____ 2. Get a step ladder.

_____ 3. Point out a similar item within reach.

C. A customer suggests that you carry a particular item in your store. You should:

_____ 1. Answer that you don't have anything to do with ordering.

_____ 2. Say "Thank you" for the suggestion and that you will mention it to the store manager.

_____ 3. Explain it is not as good as a product your store carries.

D. You have checked out a customer's groceries and they have already been bagged. Which rule of coutesy would apply here?

_____ 1. Shake hands and say goodbye.

_____ 2. Be polite and say "thank you and come again".

_____ 3. Smile as the customer leaves.

E. Practicing customer courtesy while you're at work will:

_____ 1. Cost you time and money.

_____ 2. Keep you from getting your work done.

_____ 3. Keep customers happy and coming back to your store.

Directions: Answer the following statements by placing TRUE or FALSE in front of each.

______ F. Be pleasant at all times, especially when the customer is unpleasant.

______ G. Do not encourage a customer to come back again if there is a complaint about your service or the store.

______ H. Let the customer know that you are upset about it taking a long time to write out a check.

______ I. Be honest when dealing with customers.

______ J. If a customer questions the amount of change given, be friendly and courteous while explaining.

______ K. Coughing or sneezing without covering your mouth with a tissue will please the customer.

______ L. Your appearance is just as important as your attitude in leaving a good impression with the customer.

______ M. The customer will not feel welcome if you are friendly and pleasant.

______ N. If you've made a mistake, apologize.

______ O. Treat your customers as you would like to be treated.

CASHIER-CHECKER

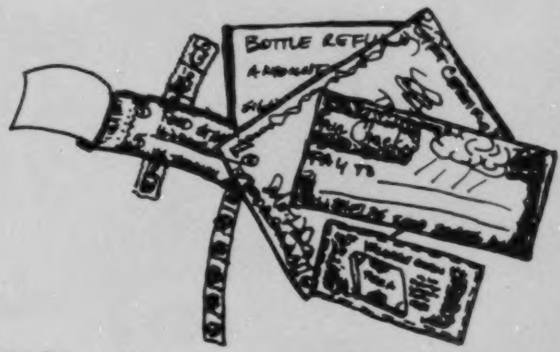
INFORMATION SHEET 6--DUTIES AND RESPONSIBILITIES

I. The duties of a cashier-checker are to:

  A. Provide fast, accurate, friendly, and courteous service.

  B. Correctly register each item at the correct price and in the correct department.

  C. Correctly handle:



    1. Coupons
    2. Rain checks
    3. Food stamps
    4. Gift certificates
    5. Bottle refunds
    6. Over- and under-rings
    7. Trading stamps, if given
    8. Damaged or spoiled items that are returned
    9. Customer complaints
    10. Pricing of single items that are group-priced

  D. Collect money for each purchase and correctly make change.

  E. Help stock any merchandise as assigned by the store manager.

  F. Keep the check stand clean and ready for checkout.

II. Customer service

Maximum customer satisfaction is each store's goal. Every employee should be very sensitive to the needs of all customers. All activities in the store are directed to make the customers feel that this is their store and not just another store.

  A. Greet all customers with a smile, the time of day, and by name if you know them.

  EXAMPLE: "Good morning! Ms. Wingo. How are you today?"

  B. Never enter your check stand from the rear. Always enter from the front to serve the next customer in line.

C. Offer help to any confused customers by showing them where they can find the product they are hunting.

D. Keep the flow of customers moving as quickly as possible.

E. Wear a name tag.

F. Show interest when talking with a customer.

G. Keep your check stand area clean and well stocked.

H. Try to avoid having more than three customers lined up at a checkstand. Ask for another checkstand to be opened if the line is longer than three.

I. Don't talk with fellow employees while checking out a customer.

J. Check and tighten all bottle caps to prevent spills.

K. Always thank the customers and ask them to come back.

L. Offer carryout service to all. Allow customers to carry their own groceries only if they desire to do so.

M. Park your car away from the store, allowing the customers to use the convenient up-front parking.

N. Give rain checks to any customer who wishes to purchase an out-of-stock advertised special.

(NOTE: Always clear rain check policies with the management.)

O. Do not charge a customer for an item broken in the store.

P. The customer is always right. Never argue with a customer. Refer any problems to the store manager.

Q. Give every customer a register receipt.

R. Replace damaged or spoiled items you notice in the customer's cart.

S. Replace at no cost any items that break because of an accident.

EXAMPLE: The bottom of a bag falls out, causing the groceries to fall to the ground and break.

T. Check to be certain that all groceries purchased by a customer are sacked, placed in the cart, and leave the store with the customer each time.

III. Group-pricing

A. Reasons for group-pricing

1. Customers think that they have to purchase number of items offered in the group price to get the full discount.

   EXAMPLE: Orange juice offered at 5 cans for $1.00 might normally sell for 25¢ per can which is a savings of 5¢ per can. Most stores will allow the purchase of one can at the same price which still saves the 5¢.

2. Customers will often purchase items that are group-priced to save 1¢.

   EXAMPLE: Items priced 2 for 49¢ would be priced individually for 25¢ each, so the customer buys two items to receive the 1¢ off.

3. Stores can reduce overstocked items by offering specials at a group price.

B. Figuring group-pricing

(NOTE: Pricing charts are usually provided for the cashier when figuring group-pricing.)

1. Most stores allow the cashier to round off the cost for one item to the next cent.

   EXAMPLE: Items priced at 4 for 50¢ would cost 12-1/2¢ each which is rounded to 13¢ each.

2. When fewer items are purchased than offered at the group-price, the cashier should use one of the methods shown below:

   (NOTE: Check with the manager for the method used by your store.)

   a. Find the cost for one item; round the cost to the next cent; and then multiply times the number purchased.

      EXAMPLE: Items priced at 4 for 50¢ would cost 12-1/2¢ each which is rounded to 13¢ each. If the customer bought 3 items, the total cost would be 3 X 13¢ = 39¢.

   b. Find the cost for one item; multiply times the number purchased; and then round the total to the next cent.

      EXAMPLE: Items priced at 4 for 50¢ would cost 12-1/2¢ each. If the customer bought 3 items the cost would be 3 X 12-1/2¢ = 37-1/2¢ which is rounded to 38¢.

CASHIER-CHECKER

ASSIGNMENT SHEET 9--PRICE FIGURING

Directions: Find the price of the items below. Use the method of group pricing where the cost of one item is figured; rounded to the next cent; and then multiplied times the number of items purchased. Write your answer in the space provided.

A. Find the price of one item if the items are group-priced at:

1. 2 for 9¢ ______
2. 2 for 23¢ ______
3. 2 for 19¢ ______
4. 3 for 10¢ ______
5. 2 for 27¢ ______
6. 3 for 29¢ ______
7. 3 for 19¢ ______
8. 2 for 25¢ ______
9. 3 for 17¢ ______
10. 3 for $1.00 ______
11. 2 for 17¢ ______
12. 3 for 25¢ ______
13. 2 for 11¢ ______
14. 2 for 75¢ ______
15. 2 for 15¢ ______
16. 3 for $1.29 ______
17. 3 for 59¢ ______
18. 2 for 36¢ ______

B. Find the price of two items at each price

1. 3 for 17¢ ______
2. 3 for 10¢ ______
3. 4 for 19¢ ______
4. 3 for 29¢ ______
5. 4 for 25¢ ______
6. 3 for 13¢ ______
7. 2 for 5¢ ______
8. 4 for 15¢ ______
9. 6 for 16¢ ______
10. 6 for 25¢ ______
11. 2 for 27¢ ______
12. 4 for 25¢ ______
13. 3 for 27¢ ______
14. 4 for 90¢ ______
15. 3 for 23¢ ______
16. 4 for 23¢ ______
17. 2 for 14¢ ______
18. 5 for 23¢ ______

C. Find the price of three items at each price group

1. 4 for 35¢ ______
2. 5 for 29¢ ______
3. 4 for 25¢ ______
4. 3 for 17¢ ______
5. 4 for 23¢ ______
6. 3 for 23¢ ______
7. 3 for 10¢ ______
8. 3 for 25¢ ______
9. 4 for 35¢ ______
10. 4 for 19¢ ______
11. 4 for 25¢ ______
12. 4 for 15¢ ______
13. 5 for 23¢ ______
14. 4 for 33¢ ______
15. 3 for 19¢ ______
16. 6 for 25¢ ______
17. 2 for 23¢ ______
18. 4 for 27¢ ______

ASSIGNMENT SHEET 10--EXPLAINING YOUR RESPONSIBILITIES

Directions: Answer the following questions relating to your responsibilities as a cashier-checker.

A. Describe how you should correctly and courteously:

1. Greet your customer

2. Offer to help a customer who is hunting an item

3. Satisfy a customer who wants an out-of-stock special

4. Thank the customer

B. Describe how you, as a cashier-checker, would handle the problem of a long line for checking out during a rush

C. List five phrases which can make the customer comfortable

D. Tell how you would handle each of the following "unhappy customers."

1. A customer returns a gallon of soured milk.

2. The bottom of a bag falls out, allowing groceries to fall and break.

3. A customer becomes unhappy because of having to wait in a long line.

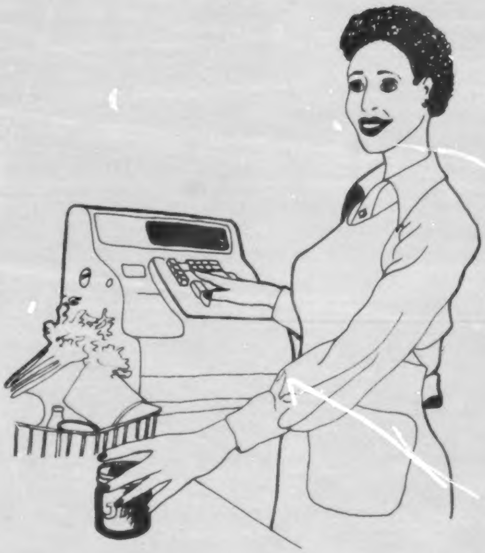
4. A customer becomes upset when seeing an item was overcharged.

E. Briefly list your main duties and responsibilities.

INFORMATION SHEET 7--KNOW YOUR CHECK STAND

The check stand, which is the center of activity in the store, was designed to make your job easier. It offers many advantages and you should learn to use them.

Most check stands are designed so you can operate your cash register with your right hand. With your left hand, firmly slide the item to the bagging area. By not picking up each item, your attention will be to merchandise prices and the customer. You should concentrate on your checking and be aware of each item you have checked. Try to find an area to set perishable items--maybe to the far right of the check stand. This will keep heavier items from damaging them.



CAUTION: Be careful when sliding glass items on the counter.

I. The parts of a checkout counter

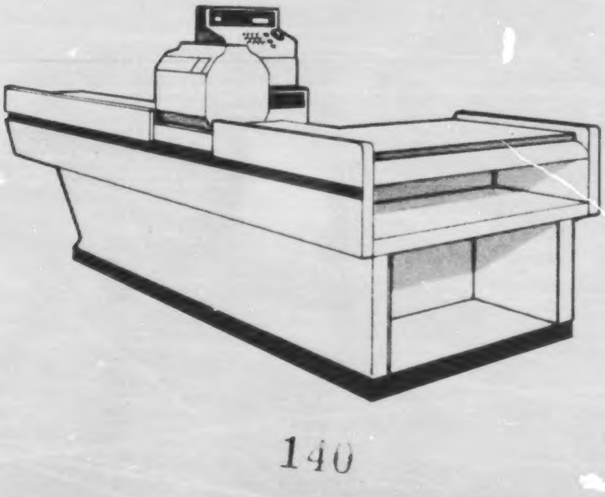
  A. The counter top is where merchandise is placed as it is removed from the shopping cart and checked.

    1. Some counters may have a conveyor belt which moves items along to the sacker.

    2. Some may have a sloped area which allows items to slide to the sacker to be put into bags.

    3. The counter may be equipped with a scanner which automatically reads the price and registers it on the cash register.

    4. The scale is located in the middle of some counters so that items sold by weight may be placed on the scale and then pushed along to the sacker.



B. The checker side of the counter has drawers and a rack for bags.

   1. The drawers may contain the following items:

      a. Price change sheets

      b. Markers

      c. Food stamps

      d. Coupons

   2. The lower part of the counter may contain:

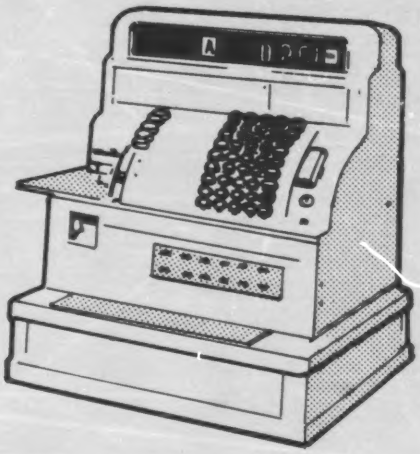
      a. Different sizes of grocery bags

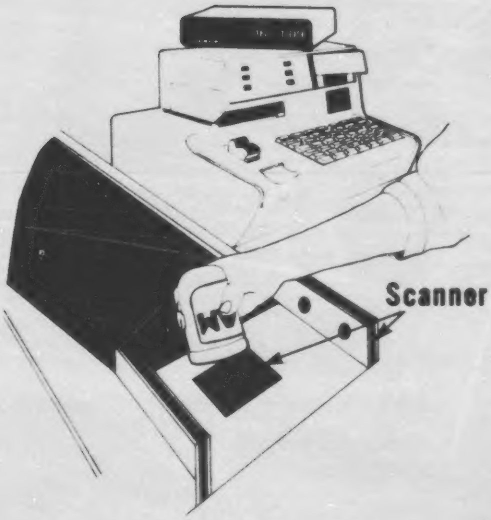
      b. Bottle holder for returned bottles

      c. Trash can

II. Types of Registers

A. Conventional registers have a printed ledger sheet for accounting and a customer receipt.





B. Electronic registering has made checking and accounting more accurate and easier.

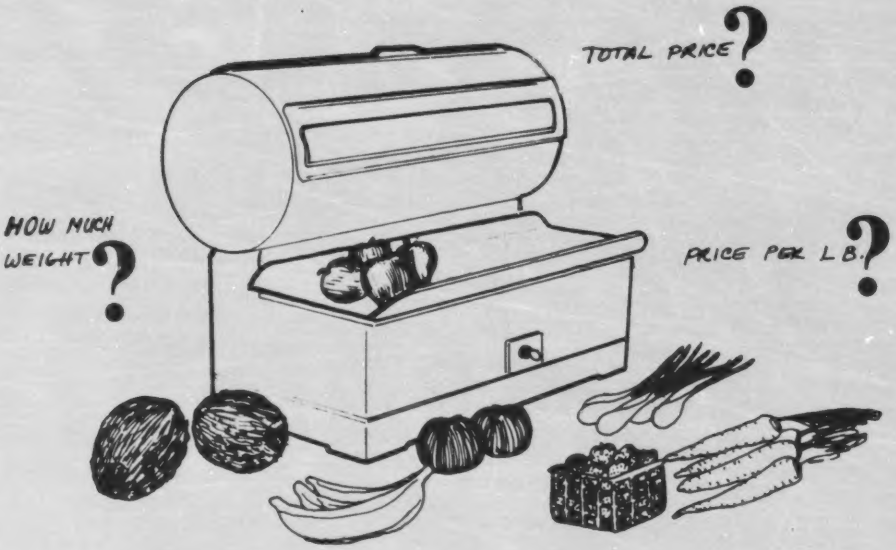
   1. Electronic registers not only provide a printed receipt for the customer but also an accurate reorder sheet and inventory of sales.

   2. Electronic registers can also be hooked to an automatic scanner built into the counter.

III. Scales

A. Most produce departments carry from 50 to 100 items.

B. Many stores are pre-pricing items so they will not have to be weighed at the check-out counter, thus allowing for faster customer flow.


TOTAL PRICE?
HOW MUCH WEIGHT?
PRICE PER LB.?

C. Each item must be identified and weighed before ringing it on the register. To do this, you must know:

1. The names and prices of all produce items.
2. How to correctly use the scale to weigh the produce.

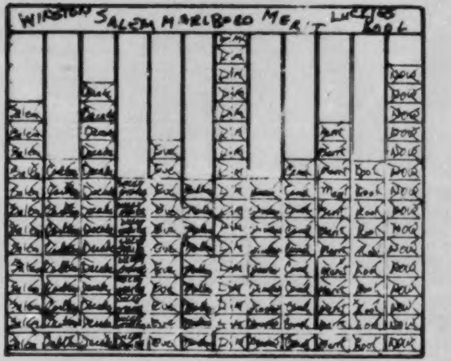
(NOTE: Ask your produce manager to help you identify produce listed on the price sheet.)

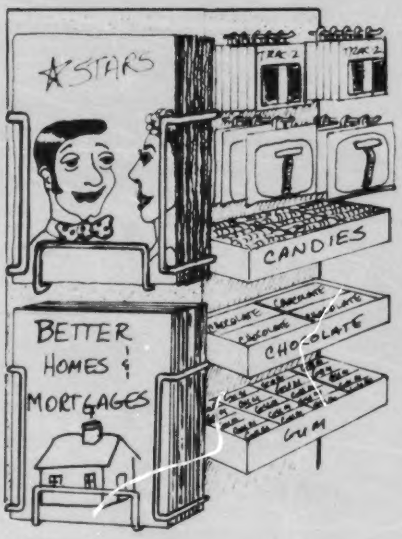
D. The scale will change pounds and ounces into dollars and cents for the checker.

1. The checker must correctly read the scale.
2. Incorrect reading may result in loss of profit by the store, or loss of the customer who is overcharged.

IV. Displays around the check-out counter

A. Cigarettes are displayed by brands behind the checker. The checker should keep the racks full and neatly arranged.


WINSTON
SALEM
MARLBORO
MERIT
LUCKIES
KOOL


STARS
BETTER HOMES & MORTGAGES
CANDIES
CHOCOLATE
GUM

B. Vendor items are usually located in front of the cash register.

1. Some common items displayed are razor blades, candy, and magazines.

2. These items are usually stocked by vendors, but should be kept orderly.

CASHIER-CHECKER

ASSIGNMENT SHEET 11--PRICING YOUR PRODUCE

Directions: Write in the names of all produce items sold in your grocery store in the spaces provided. Write the regular price and also the sale price of any specials in the correct columns. Ask your produce manager to help you in identifying any items not labeled and priced.

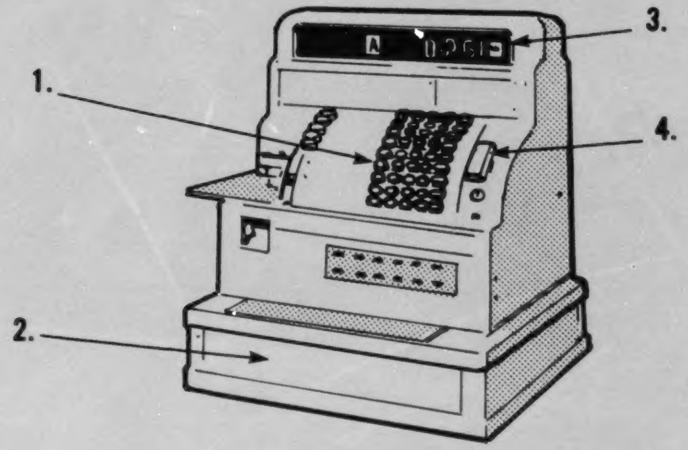
PRODUCE NAME	REGULAR PRICE	SPECIAL PRICE
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		

PRODUCE NAME	REGULAR PRICE	SPECIAL PRICE
22.		
23.		
24.		
25.		
26.		
27.		
28.		
30.		
31.		
32.		
33.		
34.		
35.		
36.		
37.		
38.		
39.		
40.		
41.		
42.		
43.		
44.		
45.		
46.		
47.		
48.		
49.		
50.		

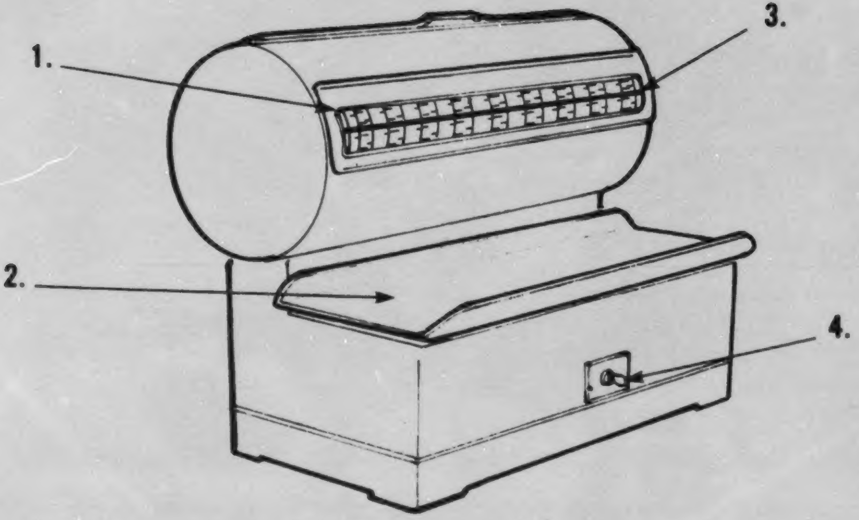
ASSIGNMENT SHEET 12--CHECK STAND EQUIPMENT

Directions: Label the parts of each of the following pieces of equipment. List any parts the equipment at your checkout counter has that are not shown in the pictures.

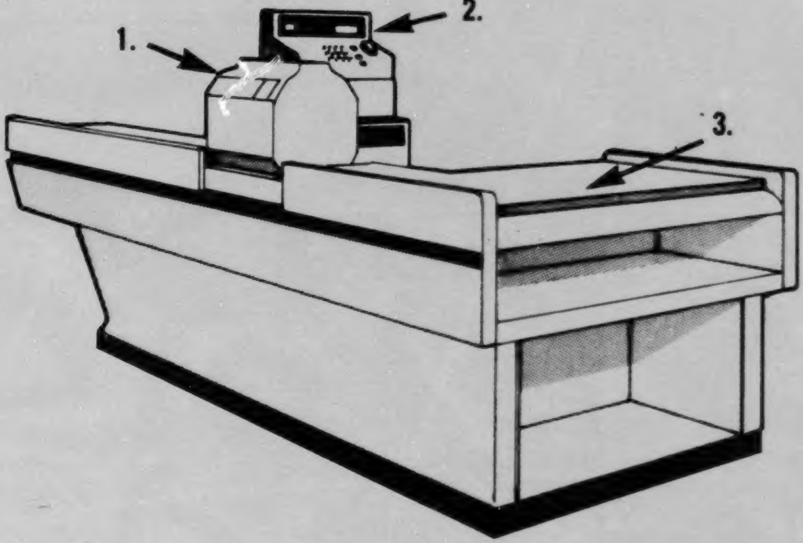
A. The Cash Register



B. The Scale



C. The Counter



CASHIER-CHECKER

INFORMATION SHEET 8--USING YOUR REGISTER

I. Operation of the cash register

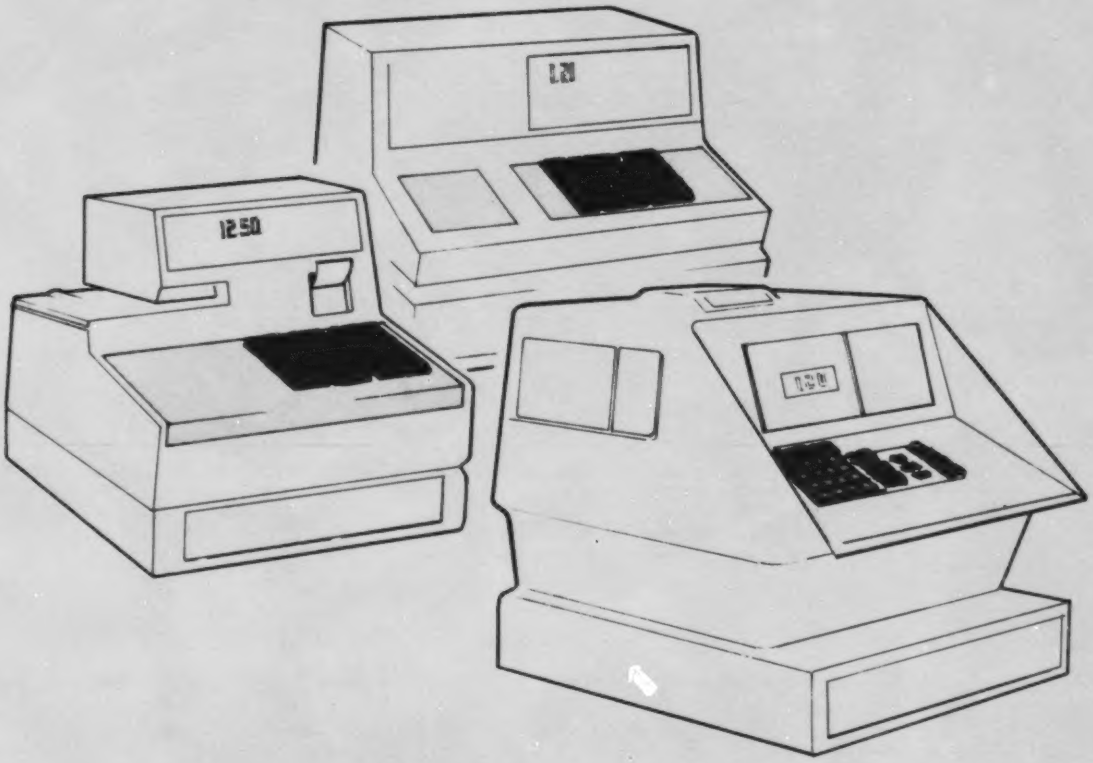
A. Detailed instructions on how to operate the cash register at your training station are given by the management.

B. The cash register is an expensive and delicate machine, so handle it carefully.

EXAMPLE: The cost of a National Cash Register is around $4,500.

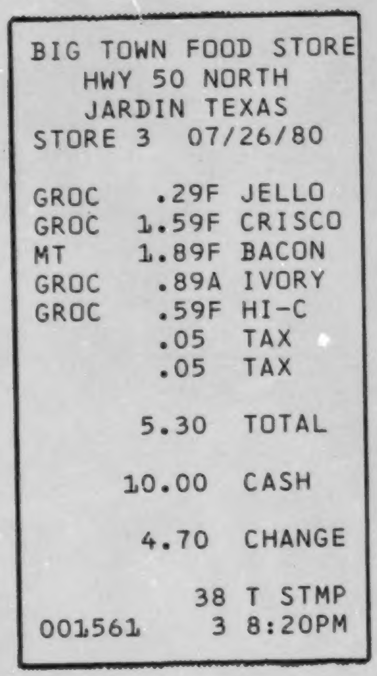
C. Most cash registers have several types of keys.

1. Numerical keys for registering the amount.
2. Lettered keys, which often record the person operating the register and the kind of purchase.
3. Special keys for registering cash received, cash paid out, no sales, and voids.
4. The following illustrations are of several similar keyboard arrangements.



D. Each sale is printed on a roll of paper called the detail or audit tape.

E. The detail tape permits an accurate reading of the amount at the end of the day, minus the amount of the reading at the beginning of the day or shift.



```
BIG TOWN FOOD STORE
   HWY 50 NORTH
   JARDIN TEXAS
STORE 3  07/26/80

GROC    .29F JELLO
GROC   1.59F CRISCO
MT     1.89F BACON
GROC    .89A IVORY
GROC    .59F HI-C
        .05  TAX
        .05  TAX

       5.30  TOTAL

      10.00  CASH

       4.70  CHANGE

          38 T STMP
001561     3 8:20PM
```

F. Most cash registers will print a receipt for the customer which shows prices of items purchased, the total amount of the purchase, amount of change returned, and the date.

G. The cash drawer in the cash register is for money and may also be connected to an automatic change maker.

1. An amount of change up to $1 can be made.
2. Keys are pressed to release the exact amount of change.
3. The change may travel to a metal cup for the customer to remove.
4. The cashier must keep the change maker filled.

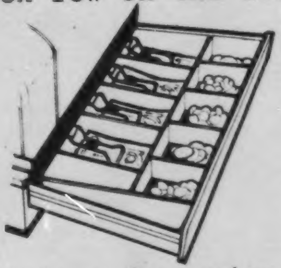
H. Cashiers usually have to account for sales and voids.

I. When reading or proving at the end of the day, the total sales must equal the cash in the drawer minus the amount of cash begun with, cash paid out, and all charges made.

II. Arranging the Cash Drawer

A. A cash drawer has two rows with sections for various denominations.

B. Personal checks are kept in the back row on the left hand side or under the cash drawer.



C. Cash drawers have divisions on the back row for bills.

D. All bills should be placed face up and facing the same direction.

E. In the front of the drawer are divisions for coins such as pennies, nickels, dimes, quarters, and half-dollars.

F. No special division is usually made for silver dollars.

ASSIGNMENT SHEET 13--EXPLAINING THE USE OF YOUR REGISTER

Directions: Complete each of the activities below. You may use the entire assignment as a classroom presentation.

A. Describe the make and style of cash register you use at work and tell how it operates.

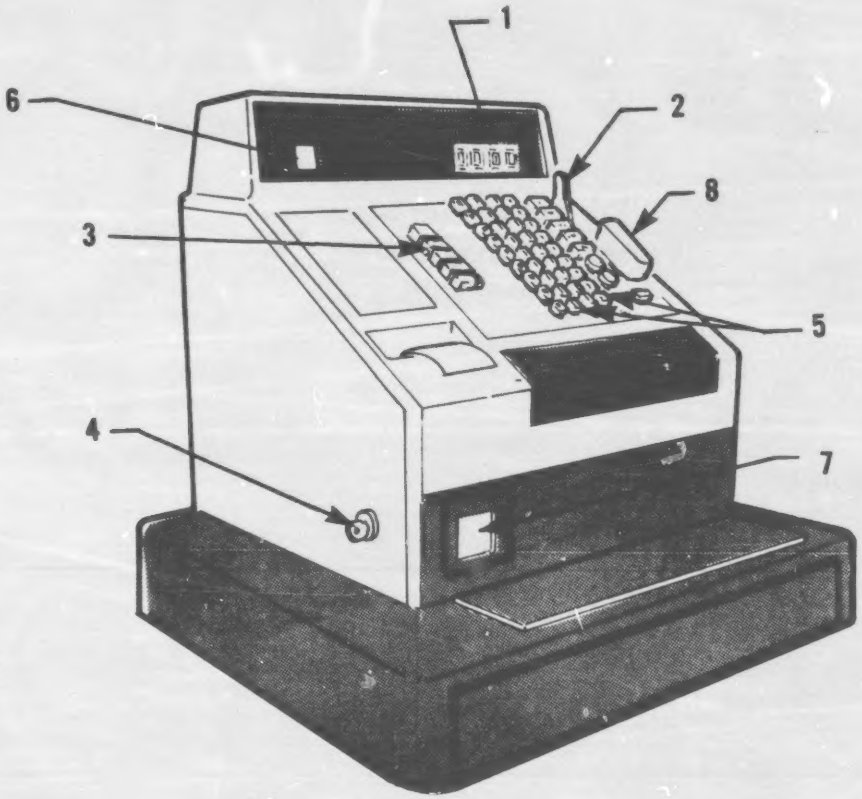
B. Draw a cash register key board. Explain the use of the different keys.

C. Explain how you change the detail tape on the register you use.

D. Give a classroom demonstration on how to operate a cash register. Use as many booklets, pictures, blackboard space, charts, or aids as necessary.

E. Label each of the parts of the cash register shown below. Tell how the one you use at your training station differs from the one below. Include the following in the labels:

- Audit strip
- Amount indicator
- Amount keys
- Key release lever
- Operating motor bar
- Register lock
- Special classification keys
- Transaction indicator



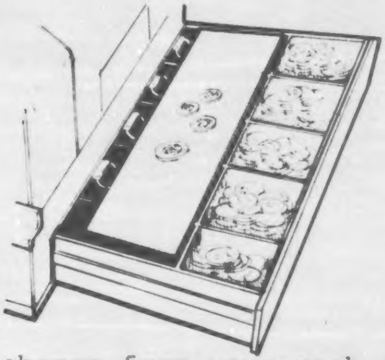
INFORMATION SHEET 9--RECEIVING PAYMENTS AND GIVING CHANGE

I. The Change Bank (or Fund)

A. Each morning a supply of change for use during the day must be placed in the cash drawer. This supply of money is called a "change bank" or "change fund." The amount will vary depending on the amount of business and the type of merchandise to be sold.

B. If you have the responsibility of placing a "change bank" in the cash register, follow these suggestions:

1. Record a "No Sale" on the cash register. This causes the drawer to open. If you're using a receipt-printing register, the machine will also print and issue a "No Sale" receipt.



2. Remove the change from your cash drawer for counting. Place a piece of stiff cardboard over the till so that it covers the bill compartment, but leaves the coin compartments uncovered. Empty your change bank on the cardboard.

a. Count the coins, one denomination at a time, putting them in their proper compartment.

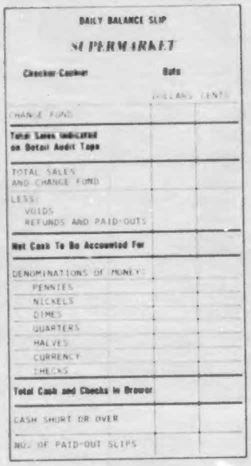
b. List the total of each denomination on the back of the "No Sale" receipt or a slip of the paper.

c. Then count the paper money (currency) and list it.

d. Total the figures to make sure the amount of change is correct.

e. At the close of the day, a similar procedure is followed in accounting cash sales for the day. The totals are listed on a Daily Balance slip.

(NOTE: This slip should be filled out completely each day.)



DAILY BALANCE SLIP

SUPERMARKET

Checker-Cashier Date

	DOLLARS	CENTS
CHANGE FUND		
Total Sales Indicated on Detail Audit Tape		
TOTAL SALES AND CHANGE FUND		
LESS: VOIDS REFUNDS AND PAID-OUTS		
Net Cash To Be Accounted For		
DENOMINATIONS OF MONEY:		
PENNIES		
NICKELS		
DIMES		
QUARTERS		
HALVES		
CURRENCY		
CHECKS		
Total Cash and Checks in Drawer		
CASH SHORT OR OVER		
NO. OF PAID-OUT SLIPS		

II. Register First--Wrap Afterwards

A. This rule keeps you from giving out merchandise before receiving payment.

B. It also will save time for you and embarrassment for your customer if they find they do not have enough money to pay for the purchases.

C. Unless you register first and wrap afterwards, you cannot include the customer's cash receipt in the bag. This is important because the customer may need the receipt to check the purchase, for budget records, or in case the merchandise is returned.

III. Making Change

A. Look at the customer and state the amount of the purchase. State the amount received from the customer and the amount of the purchase.

1. Keep customer's money in plain view.

2. Call back both the total and the amount received.

EXAMPLE: "That will be three dollars and seventy eight cents out of five dollars."

B. Place the customer's money on the money slab above the cash drawer.

(NOTE: This will allow the customer and the cashier-checker to see the denomination on the bill until change is made.)

1. Stand squarely in front of the cash register.

2. Both hands are then free to operate the register and to make change.

3. It allows the customer to see the money and prevents you from forgetting the amount the customer gave you.

4. Do not put the bill in the drawer until after the change has been counted.

C. Record the sale on the cash register.

1. Be careful to depress the correct amount on the register keys

2. Also press the department identification key and your individual checker's identification key, if your register has such keys.

3. Information is not set up on the keys. Check keys to see if they are correct.

4. If error has been made, correct it by operating the release key or lever and start registering all over again.

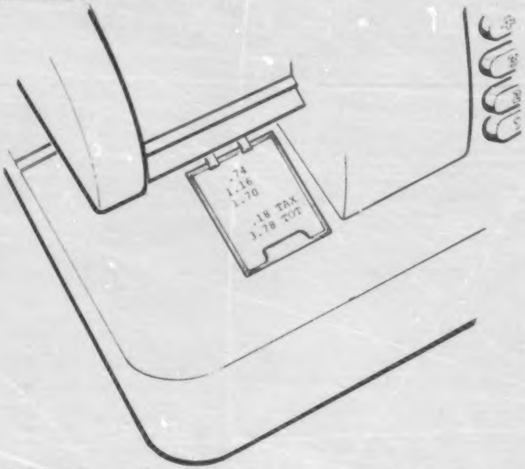
5. When proper keys are depressed, complete the registration.

6. The cash drawer is designed to open to its full length, so check the movement of the drawer with your left hand.

7. Operating the register causes the amount of the sale to come into view in the window at the top of the register.

8. A record of the transaction is printed on a paper tape on the inside of the machine.

9. Check the accuracy of your register by comparing the amount on the paper tape to the indication. You may also refer to the paper tape when a customer questions a ring-up.



10. Take the receipt or certified sales slip and place it on the change plate, amount side up, beside the money received from the customer.

11. Now you are ready to count change.

D. Count change carefully

1. Start counting aloud with the amount of the sale shown on the receipt, sales slip, or register

2. Stop counting when the sum is the same as the amount the customer gave you

   EXAMPLE: The customer gave you a five dollar bill to pay for $3.78 worth of groceries. Count $3.78, $3.79, $3.80, $3.90, $4, $5, as you take the coins and bills from the cash drawer

3. If the cash register is one that automatically figures the change, count up to the amount showing

   EXAMPLE: "Your change is one dollar and twenty-two cents. One dollar, one dollar and ten cents, twenty, two."

4. Take the customer's money and place it in the proper compartments in the cash drawer

5. Close the drawer immediately

E. Hand the change, receipt or sales slip, and merchandise to the customer

1. Place the receipt or sales slip in the bag with the merchandise or hand it to the customer

   (NOTE: This depends on store policy or the customer's request.)

2. Count the change to the customer, coin by coin, bill by bill

3. Start with the amount of the sale and stop with the amount the customer gave you. If the register shows the amount of change, count up to the amount showing

4. When you've done this, the change will have been counted three times

   a. Twice by you

   b. Once by the customer as the change was received from you

5. Place the change in the customer's hand, if possible. Do not throw it on the counter

6. For elderly customers, count the change more slowly. Be patient!

7. For small children, offer to place the change in their coin purse or pocket so that they will not lose it.

8. In counting money, be sure to mention each dollar denomination. This will prevent skipping a dollar.

   EXAMPLE: Incorrectly done: "That was $3.78 out of $5--78, 79, 80, 90, 3, 4, 5."
   Correctly done: "That was $3.78 out of $5--Three 78, Three 79, Three 80, Three 90, Four dollars, Five dollars."

9. A customer, whose total is a few cents over an even amount, may give you the odd pennies in addition to the money for which you must make change.

   EXAMPLE: The customer buys an item costing $1.26 and gives you two $1 bills and one penny in payment. Cancel out the odd penny when counting the change from the cash drawer: "$1.25 out of $2.01--$1.25 and 25 is $1.50 and 50 is $2."

   Then when counting back to the customer, follow the usual rule, starting with the amount the customer gave you: "1.26 out of $2.01--$1.26 and 25 is $1.51 and 50 is $2.01."

F. Thank the customer

1. No sale is satisfactorily completed until the customer is thanked with sincerity.

2. Make the customer want to return to your store, and to you as a checker.

CASHIER-CHECKER

ASSIGNMENT SHEET 14--MONEY EXCHANGE

Directions: Answer the following questions in the space provided.

A. Why is it important that counting change should be done carefully?

B. Explain why it is important to place the customer's money on the money slab above the cash drawer.

C. Mark the number of coins or bills to give for change using as few coins as possible:

	Denominations	.01	.05	.10	.25	.50	$1	$5	Result
Ex:	$2.73 out of $ 5.00	2			1		2		$2.27
1.	$ .17 out of $ .50								
2.	$1.29 out of $ 5.00								
3.	$ .81 out of $ 1.00								
4.	$ .39 out of $10.00								
5.	$ .21 out of $ .50								
6.	$7.57 out of $10.00								
7.	$3.02 out of $ 5.00								
8.	$2.76 out of $10.00								
9.	$6.58 out of $10.00								
10.	$4.76 out of $ 5.00								
11.	$2.01 out of $ 2.50								
12.	$7.53 out of $10.00								

CASHIER-CHECKER

INFORMATION SHEET 10--SAFEGUARDS IN HANDLING MONEY

I. Do not run out of change

A. Follow store's policy of buying change for the cash drawer.

B. Be sure to keep enough change in the drawer so you can give customers prompt service.

C. When you need change, buy it only from an authorized source with larger bills from your register.

(NOTE: Usually change is bought in the front-end manager's office.)

Caution: If you leave your register for change, lock it.

D. Never make change from your own pockets for your change bank.

E. Never buy change from another cashier-checker or another cash register, unless authorized to do so.

F. You are responsible for the money you handle so it is to your advantage to handle it correctly and carefully at all times.

II. Make change with fewest pieces of money possible. This will help speed service to customers and lessen chances for error by using fewer coins.

EXAMPLE: Use a dime instead of 2 nickels, a quarter instead of 2 dimes and a nickel, and a half-dollar instead of 2 quarters.

III. Do not "bunch" sales

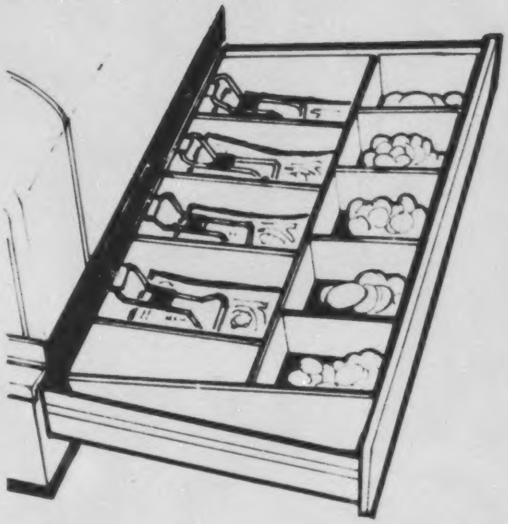
A. Never "bunch" sales of several customers when recording them on the cash register. To do so would destroy the accuracy of your store's records.

B. The register would show that only one customer was served instead of several.

C. In a store using receipt-printing cash registers, the practice would prevent giving each customer a receipt.

D. Even more serious, it could show plainly that you were violating store rules, and result in your being unjustly suspected of dishonesty.

IV. Keep your cash drawer closed when it is not in use.



A. An open, unattended cash drawer shows inefficiency and invites theft.

B. When you close the drawer, do not slam it, but push it firmly until the latch clicks.

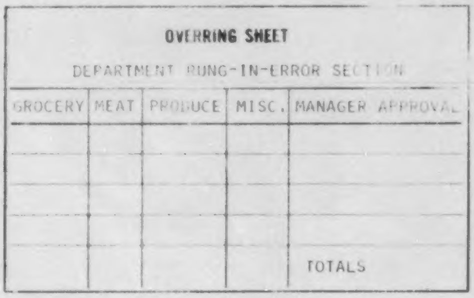
C. Learn to listen for the sound of the cash register bell, so you will know if someone opens the drawer.

V. How to correct an "over-ring" or an "under-ring"

A. If you should over-ring or under-ring on the cash register, correct the error by re-ringing the transaction correctly and then "Void" the incorrect cash register receipt.

(NOTE: Some store managers require the cashier-checker to note an over-ring or under-ring on a note pad and make the correction on the end of the transaction by adding to the receipt for an under-ring or refunding the customer for an over-ring.)

B. The incorrect receipt should be approved by an authorized person and kept in the cash drawer to be turned in with the cash receipts at the close of the day. Some stores will provide an Over-ring Sheet for recording each error, so that it may be totaled and recorded on the Register Balance Sheet at the close of the day.



OVERRING SHEET

DEPARTMENT RUNG-IN-ERROR SECTION

GROCERY	MEAT	PRODUCE	MISC.	MANAGER APPROVAL
				TOTALS

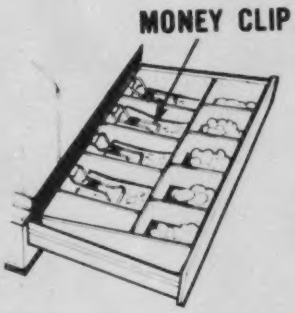
C. The correct receipt is given to the customer.

D. You should never attempt to correct an error by "making-up" the difference on the next registration. To do so will only lead to difficulties for you if the customer questions the prices on the receipt at a later date. It can also cause incorrect records for your store.

E. Sales tax should be included in the amount of a refund and recorded separately on the over-ring sheet.

VI. Handling Paper Money

A. When handling paper money in the cash drawer, always turn it face up, smooth it out, and place it under the clip in the correct compartment.



B. New paper money has a tendency to "stick together." Be careful when handling it that you do not give a customer two bills instead of one by mistake.

VII. In case you give out incorrect change

A. If the customer questions the amount of change, be courteous.

B. Ask that all of the change be handed back to you, and then begin counting all over again.

EXAMPLE: "I'm sorry! Please allow me to count the money back to you."

C. If you discover that the amount of change is wrong and you are positive that you have made an error, register a "No Sale" on the cash register and make the necessary correction in the amount of change.

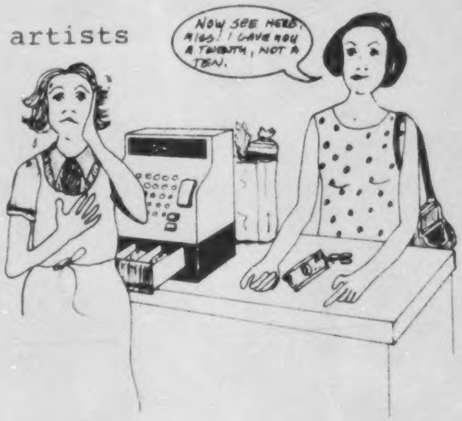
D. If you are not positive who is right, have the cash drawer checked by an authorized person. If possible, this checking should be done in the customer's presence, but in some cases, it may be necessary to wait until after the close of business. This should be explained to the customer with tact and courtesy.

E. Never argue with the customer.

F. If the customer wants to argue, let someone in authority handle the situation.

VIII. Protecting yourself from shortchange artists

A. By following the procedure suggested for giving out incorrect change, you will protect yourself from short-change artists who sometimes try to confuse a sales person by interrupting or by arguing about the amount of change.


NOW SEE HERE, MISS! I GAVE YOU A TWENTY, NOT A TEN.

B. The customer may interrupt while you are counting change and ask that you change a large bill.

C. The customer may ask you to exchange one item for another.

D. Their purpose is to confuse you and they are always willing to be "helpful" in suggesting the easiest way out of your confusion--which, of course, will result in some advantage for them.

E. Do not allow yourself to be confused and avoid being "taken-in".

F. Ignore any interruptions until you have finished counting the change, and then answer the customer's question or request.

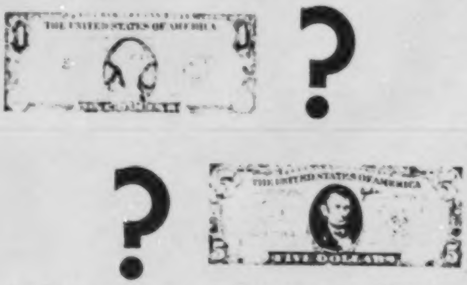
G. Complete the change making before adding another item to the purchase or making an exchange.

H. Consider the additional item or the exchange as another transaction.

I. In other words, let nothing interrupt or confuse your change-making.

J. Don't let the customer do your thinking for you.

K. One trick is staged by a team of two persons. The first one enters the store, buys some small item, and presents a $5 bill. The cashier-checker gives correct change and places the $5 bill in the cash drawer. A few minutes later, the second of the team enters and buys some small item, paying for it with a $1 bill. After the bill has been placed in the cash drawer, and the change counted out, the customer turns to leave, but immediately stops and says, "Say, I gave you a $5 bill because I remember someone had written the name "John" on the bill in red ink." Of course, when you look in the drawer, you find the $5 bill that the customer has described because it was given to you by the first member of the team.


?
?
THE UNITED STATES OF AMERICA
FIVE DOLLARS

L. The best defense against this trick is to observe both sides of each large bill presented you.

M. If you notice any unusual markings, casually call the customer's attention to it. The marking may be a blot of ink, or torn corner, a phone number, or anything that might identify the bill. If the person presenting the bill is a member of a shortchange team, it will be recognized by your remark that you are not a beginner, and the partner will be warned not to follow up on the trick.

N. If you are not sure whether the customer gave you a small bill or a large one, do not be easily persuaded.

O. Do not be influenced by a customer who is well-dressed or "appears" honest. The experienced shortchange artist is a convincing actor.

P. Have your cash drawer checked by your supervisor if you think you have been short-changed.

Q. To protect yourself and your store against shortchange artists:

  a. Be alert, but not overly suspicious.

  b. Never accuse a customer.

  c. Even when you are sure the customer is wrong, be courteous.

R. If you have reason to believe that a customer is a shortchange artist, give a description of the person to your employer or the police and let them handle the situation.

IX. Recognizing "bad" money

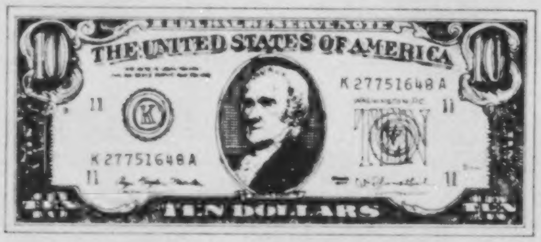
A. Be alert to the possibility that someone, sometime, may attempt to pass some "bad" money.

B. The money may be:

  1. Real money altered to increase its actual value

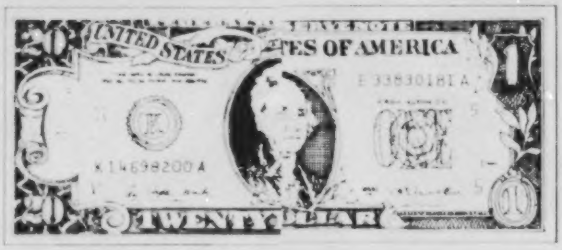
  2. Counterfeit money

Counterfeit?



Real?

C. Sometimes bills of large denominations may be split into two pieces. One side is pasted to a split $1 bill and passed at a busy time with the larger denomination side up.



D. Possibly large denomination bills will be cut in half and pasted on to one end of a $1 bill. Each bill is then folded so only the larger denomination shows.

E. To prevent swindles, make a habit of unfolding all bills, and look at both sides of all large bills.

F. Counterfeit bills usually "look bad." Take reasonable care in handling and observing money.

G. Compare possible counterfeit bills with a good bill of the same value. Look for the following:

1. The fine lines on a counterfeit bill may be irregular, broken, or scratchy.
2. The points on the rim of the seal may be broken and irregular.
3. Portions of the designs may appear unusually white or dark, and may be smudgy.
4. Serial numbers may be unevenly spaced.
5. There will be no tiny red and blue silk threads scattered about in the paper.

H. Counterfeit coins may be detected by dropping them on the cash register change plate. Real coins ring clearly, while counterfeit coins sound dull.

I. Counterfeit coins also usually feel greasy and the ridges on the edges may be uneven.

J. The person who receives counterfeit money should:

1. Not return it.
2. Telephone the police immediately.
3. If possible, use some excuse to delay the person passing bad money.
4. Avoid arguing; if necessary, say that the police will handle it.
5. If person passing bad money leaves, write down the person's description.
6. Write down the license number of any cars involved.

CASHIER-CHECKER

ASSIGNMENT SHEET 15--TIPS ON MAKING CHANGE

A. What is an under-ring? Explain how you should correct it.

B. What is an over-ring? Explain how you should correct it.

C. What would you do if you over-charged the customer 50¢ on a grocery item while checking and:

1. There are some more grocery items to be checked.

2. There are no more grocery items or the over-charge is too large to deduct from the remaining items.

3. It occurs again during the same customer transaction.

4. There is sales tax to be refunded.

D. Explain what a "change bank" is, and list the steps for placing a "change bank" in your cash register.

E. Why should you register first--wrap afterwards?

F. In making change, you count out the change to the customer. Write out exactly what you say to the customer in counting the following change:

EXAMPLE: "That's $2.72 out of $5. $2.72, $2.73, $2.74, $2.75, $3, $4, $5."

1. "That's $5.21 out of ten. $5.21, ________, ________, ________,
________, ________, ________, ________, ________, ________, ________."

2. "That's $2.40 out of $3. $2.40, ________. ________."

3. "That's $11.84 out of $20. $11.84, ________, ________, ________,
________, ________, ________, ________."

4. "That's $31.16 out of $40. $31.16, ________, ________, ________,
________, ________, ________, ________, ________, ________, ________,
________."

5. "That's $61.92 out of $65. $61.92, ________, ________, ________,
________, ________, ________, ________."

G. List several ways to recognize "bad" money.

H. Why is it better to always make change with the fewest pieces of money possible?

I. What steps do you follow in case you give out the incorrect change?

ASSIGNMENT SHEET 16--BALANCING THE CASH DRAWER

Directions: Using the information below, fill in the following Daily Balance Slip.

When you began work today, your change bank was furnished $50 in change. During the day, one customer returned an item and was refunded $2.25. Also, one over-ring for $.29 was made and corrected. At the end of the day, the money in the register included $.57 in pennies, $15.85 in nickels, $10.10 in dimes, $15.75 in quarters, $5.50 in half-dollars, $350 in currency, and $176 in checks. The detail tape shows the total sales for the day to be $523.77.

DAILY BALANCE SLIP

Speedy Supermarket

Cashier-Checker ______________________ Date ____________

Dollars Cents

Change Fund ______________________

Total sales shown
a detail audit tape ______________________

Total sales and change
fund ______________________

Less:
Voids
Refunds and Paid-outs ______________________

NET CASH TO BE ACCOUNTED FOR ______________________

Denomination of money:
Pennies
Nickels
Dimes
Quarters
Halves
Currency
Checks ______________________

TOTAL CASH AND CHECKS IN DRAWER ______________________

Cash short or over ______________________

Number of paid-out slips ______________________

ASSIGNMENT SHEET 17--HANDLING MONEY

Directions: Place a "√" by the correct answer.

A. Handling money is important to:

( ) 1. You

( ) 2. The customer

( ) 3. Your store

( ) 4. All of the above

B. If a customer pays for a $7.25 order with a $10 bill, you should say out loud:

( ) 1. "That will be $7.25."

( ) 2. "Out of $10."

( ) 3. "That will be $7.25 out of $10."

C. A way to avoid confusion about the amount of money a customer gives you to pay for an order is to:

( ) 1. Place the money in the cash drawer as soon as the customer hands it to you

( ) 2. Place it on the shelf (money slab) of your register until after you give the customer the correct change

( ) 3. Let the customer hold the money until you've counted the change--then take it and put it in the cash drawer

D. The best rule to follow when you are requested to do something while making change is:

( ) 1. Stop counting and take care of the matter immediately

( ) 2. Try to keep counting and handle the matter at the same time

( ) 3. Acknowledge the request with a nod or smile, continue counting, and handle the matter after the customer has received the correct change

E. A customer hands you a $20 bill in payment for an order, but you notice the reverse side of the same bill is only a $1 bill. You should

( ) 1. Point this out to the customer or make a mental note of it.

( ) 2. Accept the bill and not say anything to anyone.

( ) 3. Call the manager immediately.

F. You should count the change:

( ) 1. Out loud when giving it to the customer.

( ) 2. Carefully while taking it from the drawer.

( ) 3. Carefully while giving it to the customer.

( ) 4. All of the above.

G. If a customer claims to have been "short-changed," you should:

( ) 1. Leave the cash drawer open.

( ) 2. Try to handle the situation yourself.

( ) 3. Tell the customer that he or she is mistaken.

( ) 4. Call your store manager.

H. If for some reason you forget the amount of the customer's order, you can find out what it is by:

( ) 1. Asking the customer.

( ) 2. Checking the receipt tape.

( ) 3. Re-adding the order in your head.

I. What is characteristic of counterfeit money?

( ) 1. Fuzziness

( ) 2. Unclear details

( ) 3. Lacking red and blue threads

( ) 4. All of the above

J. If you suspect a customer has given you a counterfeit bill, you should:

( ) 1. Point it out to the customer

( ) 2. Accept it and not say anything to anyone

( ) 3. Call your store manager immediately

K. What is the best protection against a boldly dishonest person who will simply reach over and take money out of the cash register:

( ) 1. Always stay between the customer and the cash drawer

( ) 2. Keep a constant eye on all customers

( ) 3. Keep the cash drawer open only while taking out change for an order

L. Why must you be careful when suspecting that a customer is dishonest:

( ) 1. You may be wrong and lose the customer

( ) 2. You may be right and cause the customer to become violent

( ) 3. The customer may have made an honest mistake

( ) 4. All of the above

M. You should be careful when handling money:

( ) 1. Only when you have time

( ) 2. Always

( ) 3. Only when someone looks dishonest to you

N. When counting change:

( ) 1. You should give it to the customer as you take it from the register drawer

( ) 2. You should hand it to the customer without counting to them

( ) 3. You should count it carefully when taking it out of the register and then count it to the customer

O. You lay the customer's $5 bill on the register shelf (money slab) and the customer accuses you of switching bills. The customer claims you were given a $20 bill and can prove it. You should:

( ) 1. Ask for the proof

( ) 2. Call your store manager immediately

( ) 3. Accuse the customer of lying

P. You are interrupted when counting out change to a customer and forget the amount of the order. You should:

( ) 1. Call the store manager

( ) 2. Ring up the order again

( ) 3. Check the register tape

Q. When a customer hands you a $20 bill or larger to pay for an order, you should:

( ) 1. Look for alterations on the bill

( ) 2. Make sure you check the amount of the bill

( ) 3. Look for marks on the bill that are not normal

( ) 4. All of the above

R. You have just taken the correct change from the register. The proper time to remove the money from the register shelf (money slab) and put it into the cash drawer is:

( ) 1. After the order is bagged

( ) 2. Before you count back the change

( ) 3. After counting back the change

S. If a customer runs out of the store when you call the store manager to look at the money given to you, you should:

( ) 1. Carefully follow the customer

( ) 2. Yell for help from other store employees

( ) 3. Watch where the individual goes and make a mental or written note of the person's description

T. What must you never do if you suspect a customer is trying to cheat you?

( ) 1. Call your manager

( ) 2. Point out a marking on a bill given to you

( ) 3. Make a statement to the customer that sounds like an accusation

CASHIER-CHECKER

INFORMATION SHEET 11--ACCEPTING CHECKS

This is a service the store provides for customer convenience. Many people have become used to cashing their checks at the grocery store. Since it takes only one bad check to lose a lot of profit, you will have to look for several things on each check.

Remember the following rules when cashing checks:

I. Follow store's established policy

  A. Some stores allow the cashier-checker to cash checks.

  B. Some stores require the manager to approve every check.

  C. Some stores will not accept checks.

II. Ask the customer for identification.

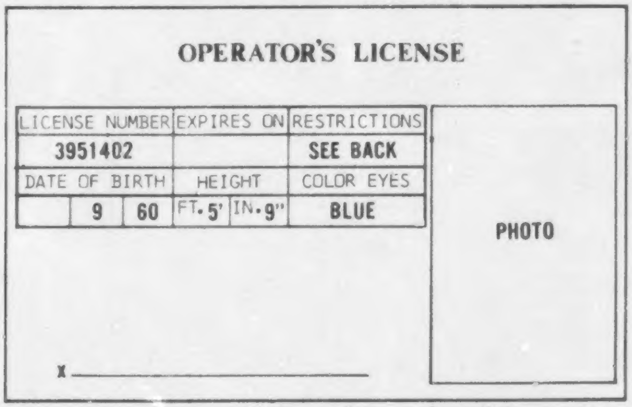
  Usually the check must be approved by someone in authority, and often the customer must show identification.

  A. Some common types of identification are:

    1. Current driver's license

    2. Military or government identification cards

    3. Credit cards which have the person's signature on them



OPERATOR'S LICENSE

LICENSE NUMBER			EXPIRES ON		RESTRICTIONS
3951402					SEE BACK
DATE OF BIRTH			HEIGHT		COLOR EYES
	9	60	FT. 5'	IN. 9"	BLUE

PHOTO

X

  B. Conditions the identification should meet:

    1. It should have a picture

    2. It should not be oil company credit cards or other valuable cards, which could be stolen

    3. It should be current

    4. The signature and picture must meet the customer's looks and signature on the check

III. When a check is presented for more than the purchase and change is required, write your figures with a pencil on a pad of paper for your customer to check.

IV. When accepting checks, carefully examine to be sure that:

  A. It is written in ink, with no erasures or alterations.

  B. It has the correct date.

  C. It is made out correctly to the store for which you are working.

  D. It is endorsed, when it is a payroll check.

  E. The figures indicating the amount of the check are the same as the written amount.

  F. The check is signed and the name is readable.

  G. You are careful, but not suspicious.

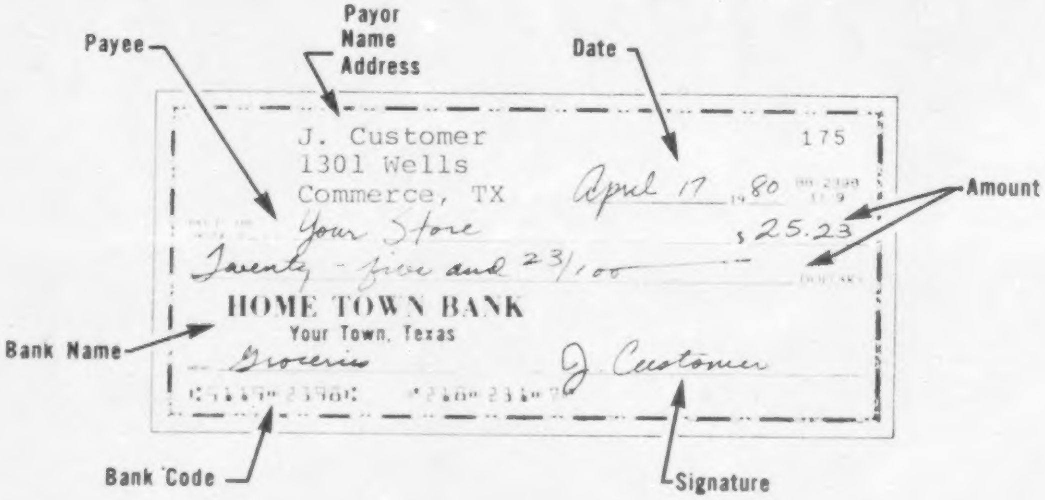
  H. It is approved by the manager.

V. Follow the guidelines listed below for each type of acceptable check.

  A. Personal Checks

    1. Accept checks made out to your store only. DO NOT accept a check if it has been altered or written in pencil. DO NOT accept two-party checks. DO NOT accept checks made out to CASH.

    2. The check should have routing numbers. No numbers means it can only be handled by your local bank.



J. Customer
1301 Wells
Commerce, TX

175

April 17 19 80

Your Store $ 25.23

Twenty - five and 23/100 DOLLARS

HOME TOWN BANK
Your Town, Texas

Groceries

J. Customer

3. Bank name must be printed; DO NOT accept if typewritten, hand-written, hand-printed, or rubber stamped. Ask your manager to okay any checks from outside your trading area.

4. Checks must be signed. The name must be the same as that printed on the check.

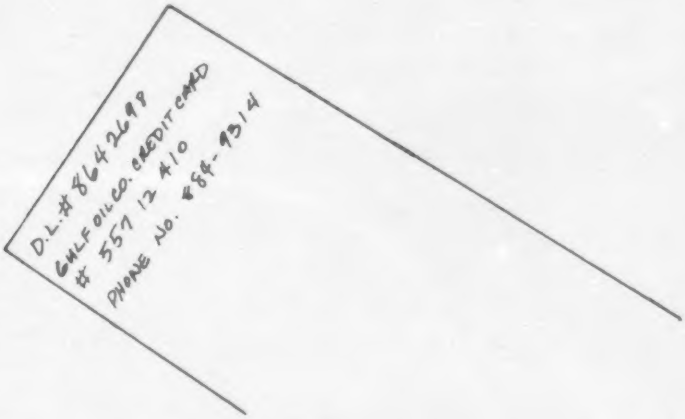
5. Both amounts should be the same. DO NOT cash the check if they are different. There is usually a limit to the amount of cash that will be given over the purchase price. Check with your manager for the amount allowed.

6. Dates on the check should be current. DO NOT accept a post-dated check (one that is dated ahead of today's date)

7. Check should have current name, address, and telephone number of the person presenting the check. Ask the customer "Is your name, address, and telephone number correct?"

8. Identification:
The customer may be courteously asked for two types of identification if the cashier does not know the individual. Also, get telephone number if it isn't on the front of the check.

(NOTE: This information should be written on the back of the check.)

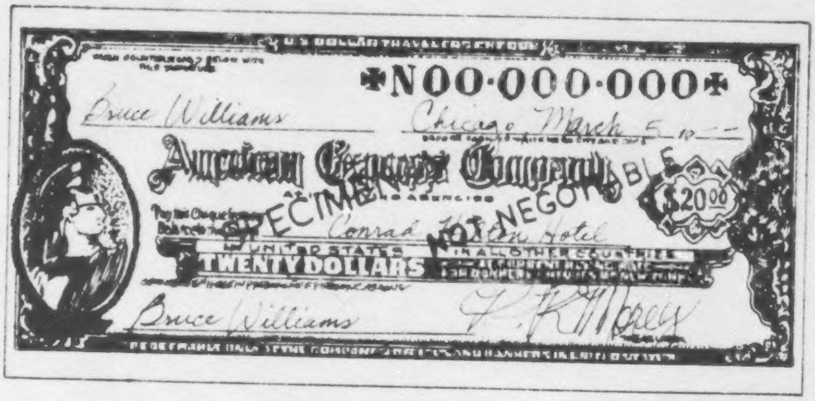


D.L. # 8642698
GULF OIL CO. CREDIT CARD
557 12 410
PHONE NO. 884-9314

B. Traveler's checks

1. Have the customer sign and date the check in your presence.

2. Compare the customer's signature with the signature made at the time the check was purchased at the bank.



N00·000·000

Bruce Williams

Chicago, March 5 19—

American Express Company

SPECIMEN NOT NEGOTIABLE

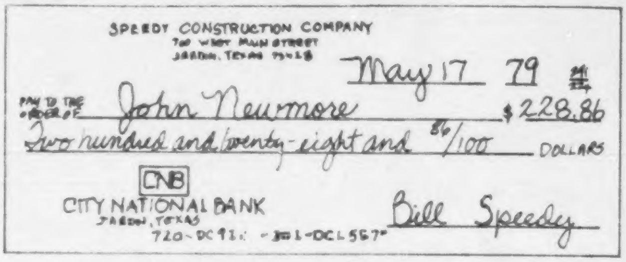
$20.00

Conrad Hilton Hotel

TWENTY DOLLARS

Bruce Williams

C. Payroll checks



SPEEDY CONSTRUCTION COMPANY

May 17 79

PAY TO THE ORDER OF John Newmore $228.86

Two hundred and twenty-eight and 86/100 DOLLARS

CNB

CITY NATIONAL BANK

Bill Speedy

1. Know if the company is an acceptable company. Checks from out-of-state companies with local branch companies can be accepted.

2. Have checks over 30 days old approved by your supervisor, because many companies cancel payroll checks after 30 days.

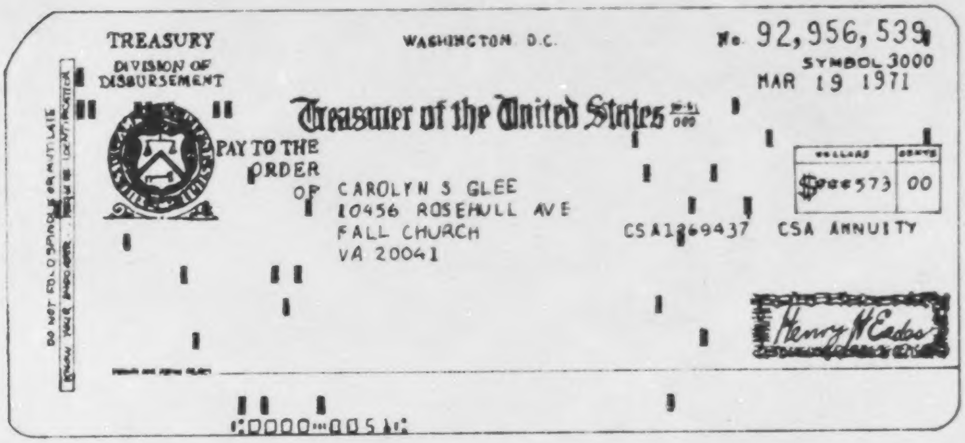
3. See if the numbers and the written figures are for the same amount.

4. Make sure the checks are signed by the correct person.

5. Make sure the bank name and code appear on every check.

6. Have each person cashing a check show identification and endorse the check in front of you. If the check has been endorsed before you see it, have the individual sign it again just below the first signature. If the signatures do not match, call the manager.

D. Treasury checks should be made out to and endorsed by the customer.



TREASURY
DIVISION OF DISBURSEMENT

WASHINGTON D.C.

No. 92,956,539
SYMBOL 3000
MAR 19 1971

Treasurer of the United States

PAY TO THE ORDER OF
CAROLYN S GLEE
10456 ROSEHULL AVE
FALL CHURCH
VA 20041

CSA1269437 CSA ANNUITY

DOLLARS $573 CENTS 00

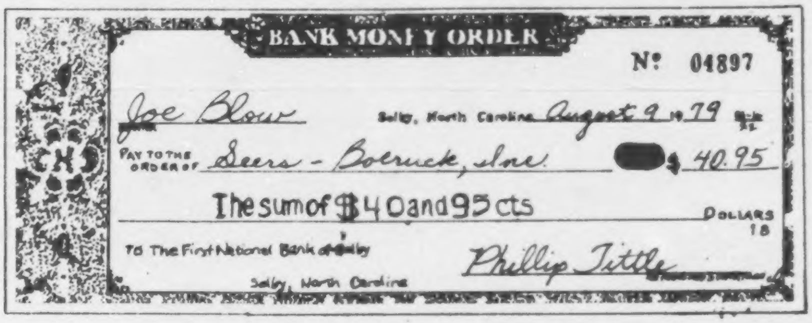
Henry W Eades

DO NOT FOLD SPINDLE OR MUTILATE

0000 0051

E. Money orders can be made out to the store or to the person cashing the money order.

(NOTE: The bank will usually type in the amount and payee's name.)



BANK MONEY ORDER

Nº 04897

Joe Blow

Selby, North Carolina August 9 19 79

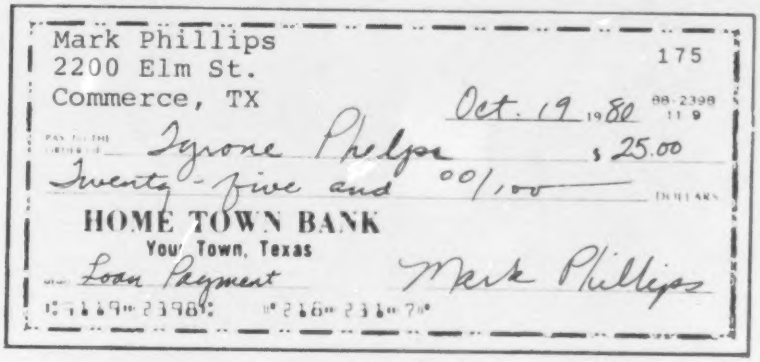
PAY TO THE ORDER OF Seers - Boeruck, Inc. [redacted] $ 40.95

The sum of $40 and 95 cts DOLLARS

TO The First National Bank of Selby
Selby, North Carolina

Phillip Tittle

F. Do not accept two-party checks unless approved by the manager



Mark Phillips
2200 Elm St.
Commerce, TX

175

Oct. 19 19 80

88-2398
11 9

PAY TO THE ORDER OF Tyrone Phelps $ 25.00

Twenty-five and 00/100 DOLLARS

HOME TOWN BANK
Your Town, Texas

Loan Payment

Mark Phillips

VI. If you think you are being given a bad check, use the following methods of detecting bad checks:

A. Run your fingers around the edges. All legitimate checks except government checks have a perforation or roughness on at least one edge.

B. Insepct for Xerox color copies that produce shiny, tacky, raised letters on the entire check, but especially easy to spot in the magnetic numbers.

C. Be careful of low series numbers because 90% of all "insufficient funds" personal checks are numbered from 101 to 150, written on accounts less than one year old. Another danger sign is checks with typewritten consecutive numbers. If there is a list of "bad check" writers available, compare the name on the check to the list.

D. Require proper identification such as the person's driver's license, so you may look at the signature. Is it the same name as that on the check? Then look at the picture. Do the facial features resemble the person carrying it? Are the address and phone numbers on the check and the license the same?

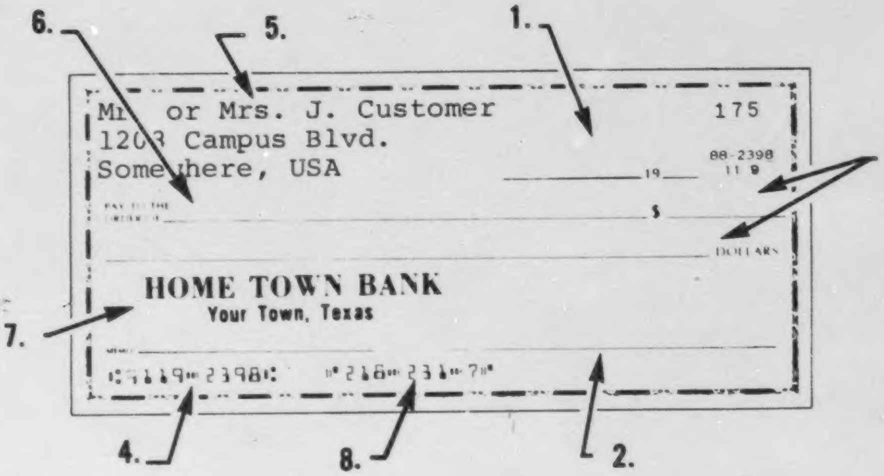
E. Look closely at Federal District numbers
The first two numbers in the lower left hand corner must correspond with the Federal District number of the state that the bank is in. A clever forger may only change these numbers to slow down the clearing time. Compare the numbers if you have a list of Federal Reserve Codes available. Occasionally when checks are numbered in the magnetic field the Federal District number will follow the consecutive number.

F. Look for magnetic numbers that do not have a dull finish
The forger has a hard time copying the dull black ink on the magnetic numbers. Shiny magnetic numbers usually mean a "bad check."

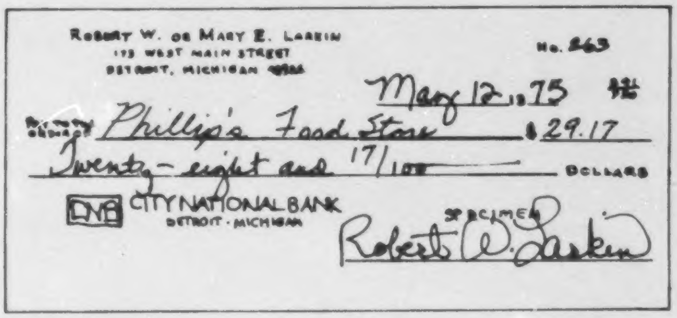
CASHIER-CHECKER

ASSIGNMENT SHEET 18 --CHECK YOUR CHECKS

A. Label the different parts of the check drawn below


6.
5.
1.
Mr. or Mrs. J. Customer
1203 Campus Blvd.
Somewhere, USA
175
19
88-2398
1119
PAY TO THE ORDER OF
$
DOLLARS
HOME TOWN BANK
Your Town, Texas
7.
4.
8.
2.

B. Describe the things that are wrong with the check below



ROBERT W. OR MARY E. LARKIN
173 WEST MAIN STREET
DETROIT, MICHIGAN [illegible]

No. 263

May 12, 19 75

PAY TO THE ORDER OF Phillip's Food Store $ 29.17

Twenty-eight and 17/100 DOLLARS

CNB CITY NATIONAL BANK
DETROIT · MICHIGAN

SPECIMEN

Robert W. Larkin

C. List the types of checks that may be given as payment for groceries.

1.
2.
3.
4.
5.
6.

CASHIER-CHECKER

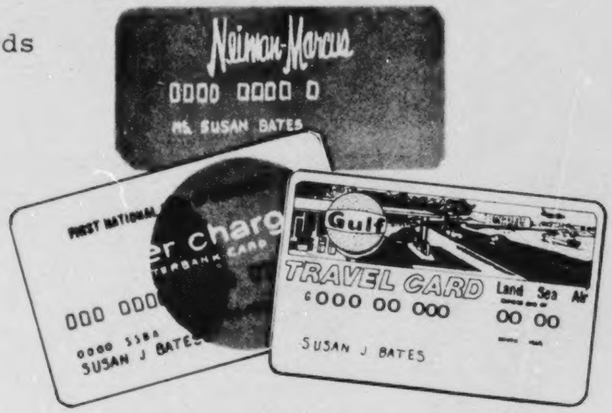
INFORMATION SHEET 12--CREDIT CARDS

I. Reasons for using credit cards:

- A. More convenient than cash.
- B. Can be used for most purchases.
- C. Provides receipts for tax purposes.

II. Commonly used credit cards

- A. VISA-BankAmericard
- B. American Express
- C. Master Charge
- D. Diner's Club
- E. Carte Blanche


Neiman-Marcus
0000 0000 0
MS. SUSAN BATES
FIRST NATIONAL
er Charg
ERBANK CARD
000 000
0000 5586
SUSAN J BATES
Gulf
TRAVEL CARD
Land Sea Air
6000 00 000
00 00
SUSAN J BATES

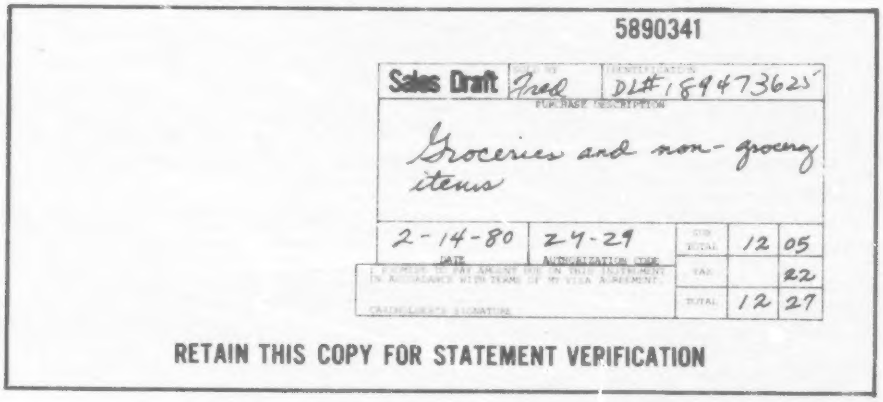
III. Accepting credit cards

- A. Find out which credit cards your store will accept.
- B. Usually, stores display signs telling customers which credit cards they will accept.

IV. Processing a credit card slip:

- A. Be sure credit card is acceptable by your store.
- B. Check expiration date on the credit card. If the card has expired, tell the customer that you are sorry, but you cannot accept the card with an expired date.
- C. If the credit card company publishes a booklet of numbers not acceptable--look up credit card number in this booklet. If number is not listed, continue to process the credit slip.
- D. Set the charge machine so it will print the correct date on the charge slip.

E. Neatly write a description of the purchase and the amount charged, including the sales tax and total in the correct place on the credit card slip.



5890341

Sales Draft

SOLD BY: Fred

IDENTIFICATION: DL# 184473625

PURCHASE DESCRIPTION: Groceries and non-grocery items

DATE: 2-14-80

AUTHORIZATION CODE: 27-29

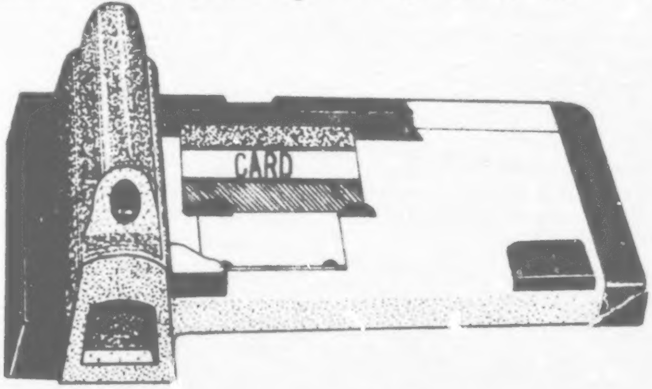
I PROMISE TO PAY AMOUNT DUE ON THIS INSTRUMENT IN ACCORDANCE WITH TERMS OF MY VISA AGREEMENT.

CARDHOLDER'S SIGNATURE

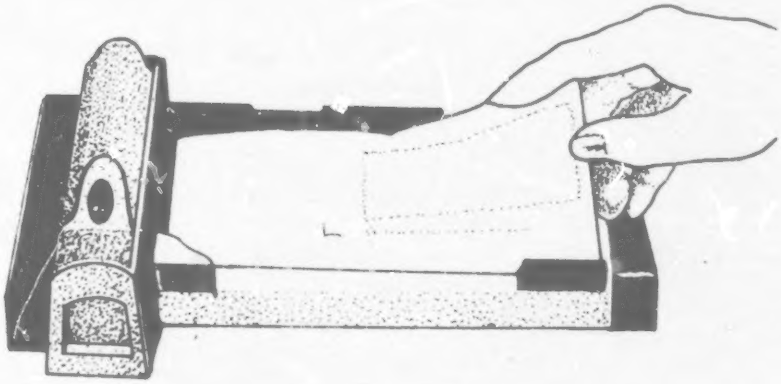
SUB TOTAL	12	05
TAX		22
TOTAL	12	27

RETAIN THIS COPY FOR STATEMENT VERIFICATION

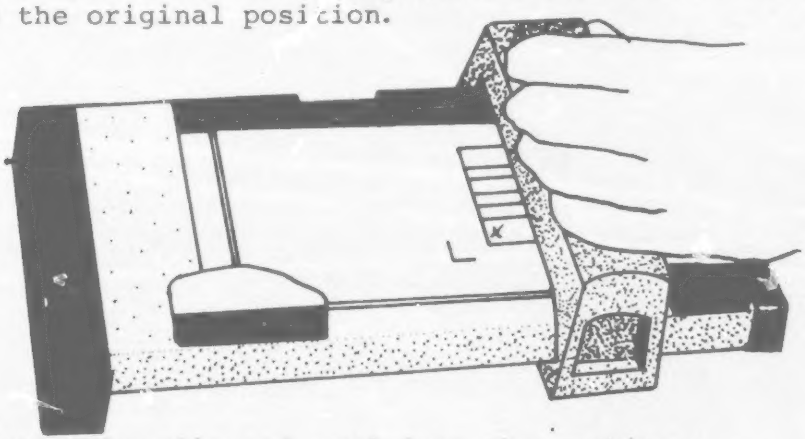
F. Place credit card face up in the machine.



G. Place sales slip face up in the machine over the credit card.



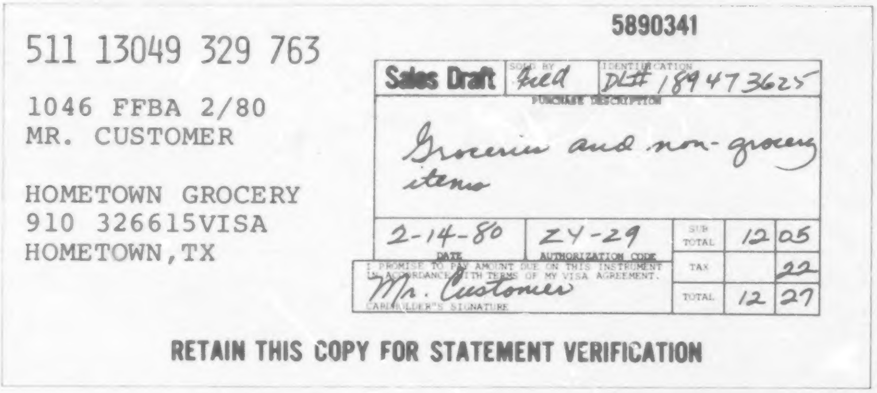
H. Move the handle carefully across the machine and back to the original position.



I. Remove the slip and card from the machine.

J. Have the customer sign the slip.

K. Compare the signature against the credit card signature.



511 13049 329 763

1046 FFBA 2/80
MR. CUSTOMER

HOMETOWN GROCERY
910 326615VISA
HOMETOWN,TX

5890341

Sales Draft	SOLD BY Fred	IDENTIFICATION DL# 189473625

PURCHASE DESCRIPTION
Groceries and non-grocery items

2-14-80 DATE	ZY-29 AUTHORIZATION CODE	SUB TOTAL	12	05
I PROMISE TO PAY AMOUNT DUE ON THIS INSTRUMENT IN ACCORDANCE WITH TERMS OF MY VISA AGREEMENT. Mr. Customer CARDHOLDER'S SIGNATURE		TAX		22
		TOTAL	12	27

RETAIN THIS COPY FOR STATEMENT VERIFICATION

L. Return credit card to the customer.

M. Give the customer the customer's copy of the charge slip.

N. Place the original and all other copies in the cash drawer or any special filing place.

O. Thank the customers when the transaction is completed and invite them back to the store.

CASHIER-CHECKER

ASSIGNMENT SHEET 19--CREDIT CARD PROCESSING

Directions: Complete the following questions about credit cards.

A. List the credit cards accepted by your store.

1.

2.

3.

4.

5.

B. Step-by-step, tell how to process a credit card purchase.

C. If your customer hands you a credit card on which the expiration date has expired, what should you do?

D. What are the reasons for using credit cards?

CASHIER-CHECKER

INFORMATION SHEET 13--FOOD STAMPS

The food stamps program was designed to allow low-income families to get more food of greater variety so they can have better diets. This program increases the buying power of food stamp customers and thereby benefits the community by increasing retail food sales.

To qualify to receive food stamps, households must be in financial trouble, identified, and determined by public welfare agencies to be in need of food assistance. The individuals in the food stamp program may buy some coupons and receive an additional bonus or free coupons which will increase the amount of food they may buy.

Only those stores which have been approved by the Food and Nutrition Service, U.S. Department of Agriculture, and who have been issued an official card may accept food coupons. The cashier-checker should treat the customers with food stamps with the same friendly, courteous service offered others.

I. Food stamps can be used to buy the following:

  A. Any food or food product for human consumption.

  B. Seed and plants for use in a home garden to produce food for themselves.

II. Food stamps may NOT be used to buy:

  (NOTE: This is a federal law and no exceptions can be made.)

  A. Alcoholic beverages and tobacco

  B. Deposits on containers of eligible foods

  C. "Lunch counter" items or prepared foods to be eaten in the store

  D. An exchange for cash

  E. Any non-food items

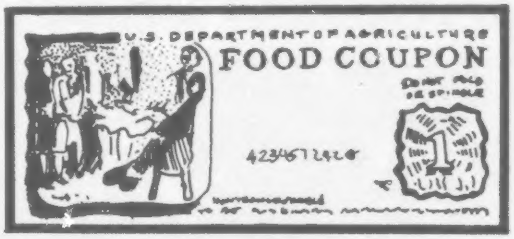
    EXAMPLE: Hosiery, dog food, aluminum foil, plastic spoons

III. It is required that an Official Food List showing the above items be posted in all stores approved to accept food stamps. If you have any doubts, ask your manager.

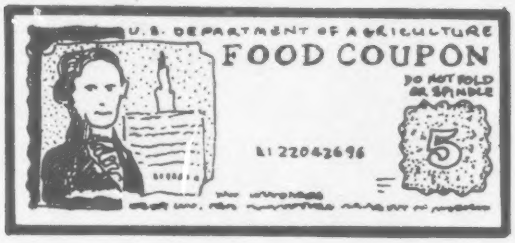
IV. A food stamp customer is NOT required to present the Food Stamp Identification Card before every purchase. Courteously request identification only if there is a reason to believe that a customer is not entitled to receive food stamps.

V. You will receive food stamps in the following denominations: (Each stamp will be printed in a different color)

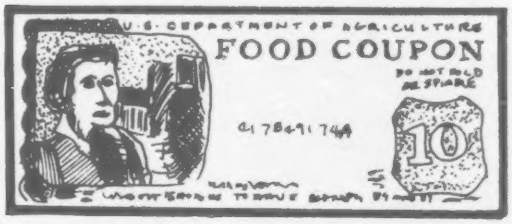
A. One dollar--Brown ink


U.S. DEPARTMENT OF AGRICULTURE
FOOD COUPON
DO NOT FOLD OR SPINDLE
1

B. Five dollars--Blue ink


U.S. DEPARTMENT OF AGRICULTURE
FOOD COUPON
DO NOT FOLD OR SPINDLE
5

C. Ten dollars--Green ink


U.S. DEPARTMENT OF AGRICULTURE
FOOD COUPON
DO NOT FOLD OR SPINDLE
10

VI. For customers using food stamps, the cashier-checker should separate the eligible food items from the rest of the order. This should be done before ringing up the sale. This will speed up customer service and make it easier for you, the cashier-checker, to total the coupon and cash amounts.

The food stamps may be used to pay the sales tax on eligible food items, if your state has a sales tax.

VII. Newspaper or magazine coupons

The manufacturer's or newspaper's "cents-off" coupons, when presented by the food stamp customers for the purchase of eligible food items, should be handled in the following manner:

A. Ring up the item at its marked price.

B. Total the food stamp order.

C. Either deduct the "cents-off" value from the total of the purchase before collecting for the sale, or offer the customer the choice of trading out the value or the "cents-off" coupon for eligible foods, or receiving a credit slip for amounts 99¢ and less plus the appropriate number of $1 stamps, if necessary.

"Cents-off" coupons for purchasing ineligible items are handled in the regular manner

VIII. Loose food stamps may be accepted as payment if presented with the stamp book cover which bears the same serial number as the individual stamps. DO NOT accept the stamps if the serial numbers do not match. Brown $1 stamps may be accepted without the matching book, since they are used as change. The food stamp customer may tear the stamps out of the book.

To make change, keep an ample supply of unsigned or uncancelled $1 stamps. For every $1 worth of change due to the customer, give an unsigned $1 stamp. This $1 stamp is the only stamp which may be returned to the customer as change. If the amount of change due is less than $1, the customer has the choice of:

A. Accepting a credit slip for 99¢ or less

B. "Trading-out" for the amount in eligible foods

C. Paying the store the difference in cash

(NOTE: The store should in no way pressure the customer into making a choice.)

IX. Issuing a due bill

EXAMPLE: A customer's food stamp order total is $26.24. The customer gives you $27 worth of food stamps and requests a due bill. You would process the due bill by:

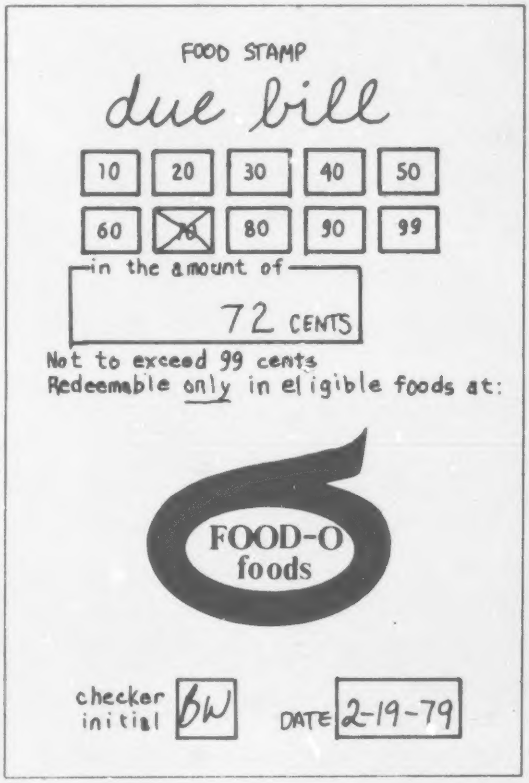
A. Ringing up the value of the due bill on the grocery key

B. Filling out the due bill

C. Dating it

D. Initialing it

E. Handing it to the customer



FOOD STAMP

due bill

10 20 30 40 50
60 [✓ 70] 80 90 99

in the amount of 72 CENTS

Not to exceed 99 cents
Redeemable only in eligible foods at:

FOOD-O
foods

checker initial BW
DATE 2-19-79

X. Accepting a due bill

A. Accept it as any food stamp

B. Date it

C. Initial it

D. Have the customer sign it on the back

E. Put it in the cash drawer with the food stamps.

F. Treat it as an over-ring.

XI. Things to remember:

A. DO:

1. Refer to the Official Food List.
2. Ask for customer's Food Stamp Identification Card if in doubt of customer's right of possession.
3. Accept stamps for eligible foods only.
4. Accept loose $5 and $10 stamps only if presented with the book cover bearing the same serial number as the stamps.
5. Give an unsigned $1 stamp for every $1 of change due.
6. Give customer choice of:
    a. Due bill
    b. Trading out
    c. Paying store in cash when change is due.

B. DON'T

1. Accept stamps marked "specimen," or cancelled or unsigned stamps.
2. Accept stamps for alcoholic beverages or tobacco, or any non-food items (except seeds and plants).
3. Exchange cash for stamps.
4. Give a "due bill" for more than 99¢ in one single transaction.
5. Give cancelled $1 stamps as change.
6. Accept stamps for payment on credit accounts.
7. Give cash as change.
8. Accept stamps for payment of bottle or other container deposits.

CASHIER-CHECKER

ASSIGNMENT SHEET 20--FOOD STAMPS EXPLAINED

A. List the "Do's" on accepting food stamps for your store which are not listed on the information sheet.

1.

2.

3.

4.

5.

B. List the "Don'ts" on accepting food stamps for your store which are not listed on the information sheet.

1.

2.

3.

4.

5.

C. If the amount of change due after accepting a food stamp is less than $1, the customer has the choice of what three options?

D. Why is it incorrect to exchange money for food stamps?

E. List the names of items which cannot be purchased with food stamps .

1.

2.

3.

CASHIER-CHECKER

ASSIGNMENT SHEET 21--HANDLING FOOD STAMPS

Directions: Place a "√" in the space (either Yes or No) which best answers the statement.

A. Can you buy the items below with Food Stamps?	YES	NO
a. Bobby pins	( )	( )
b. Ice cream	( )	( )
c. Pork chops	( )	( )
d. Six-pack of root beer in cans	( )	( )
e. Dinner napkins	( )	( )
f. Dog food	( )	( )
g. Bottle deposits	( )	( )
B. A woman hands you a loose $10 food stamp to pay for her order. May you accept it? She has no booklet.	( )	( )
C. A man has shown his Food Stamp Identification Card. Then he tears two $5 Food Stamps from a booklet. Should you accept them?	( )	( )
D. A woman has shown her Food Stamp Identification Card. Then she tears three $5 Food Stamps from a booklet and hands them to you with three loose $1 Food Stamps. Should you accept them?	( )	( )
E. The most cash change you can give for a food stamp order is 99¢	( )	( )
F. Food stamps should be treated the same as real money.	( )	( )
G. Food stamps come in denominations of 50¢, $2, and $5.	( )	( )
H. A customer's order consists of food stamp items and a six-pack of beer. You must complete two separate transactions.	( )	( )
I. When ringing up a food stamp order, all items should be recorded on the grocery key on your register.	( )	( )
J. A customer hands you a loose $1 food stamp to pay for a 47¢ order. Should you accept it?	( )	( )

		YES	NO
K.	A food stamp order totals $5.77. The customer gives you two $5 food stamps. You should give the customer four $1 food stamps and a 23¢ "Due Bill."	( )	( )
L.	A food stamp order totals $15.23. The customer gives you four $5 food stamps. You should give the customer four $1 food stamps and a 77¢ "Due Bill."	( )	( )
M.	Candy may be paid for with food stamps.	( )	( )
N.	Kitchen utensils used for cooking food may be paid for with food stamps.	( )	( )

CASHIER-CHECKER

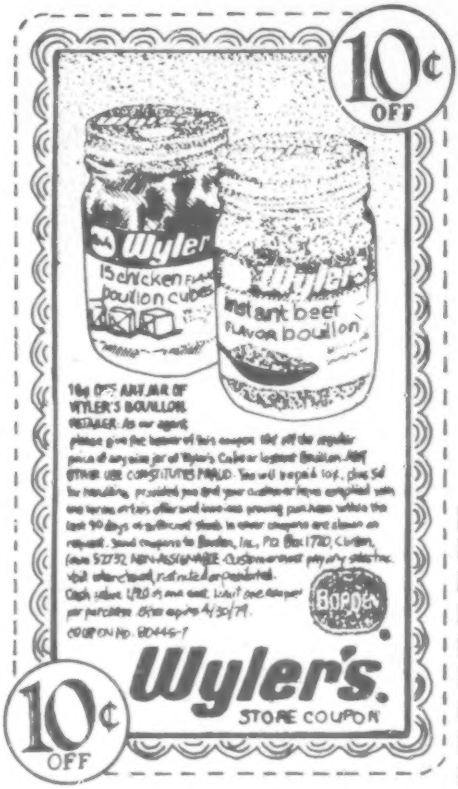
INFORMATION SHEET 14--COUPONS

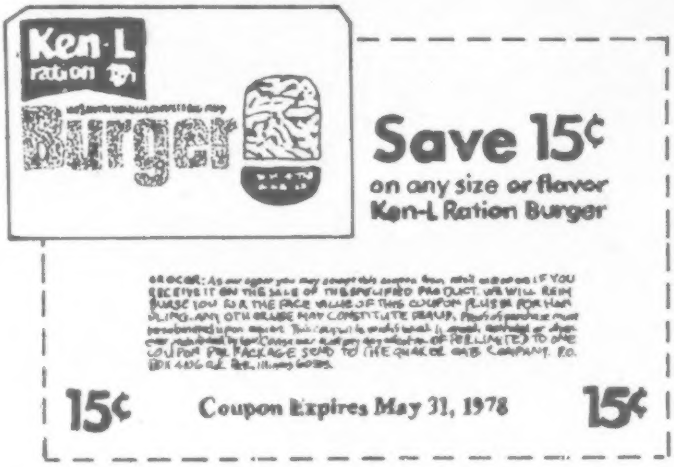
The first thing you want to remember when handling coupons is that they are worth money! For the customer, coupons are valuable because they give reduced prices for certain items. To the store, coupons are worth money because they bring in more sales. If a store is to receive the benefits for which coupons were meant, then the stamps must be handled correctly.

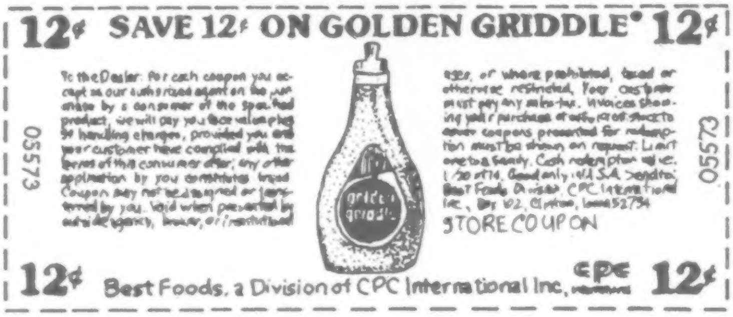
I. There are basically two types of coupons: vendor and store.

A. Vendor coupons

One common characteristic of all vendor coupons is "Attention to the Dealer."


10¢ OFF
Wyler
15 chicken flavor bouillon cubes
Wyler's
instant beef flavor bouillon
Borden
Wyler's.
STORE COUPON
10¢ OFF


Ken-L ration
Burger
Save 15¢
on any size or flavor
Ken-L Ration Burger
15¢
Coupon Expires May 31, 1978
15¢


12¢ SAVE 12¢ ON GOLDEN GRIDDLE® 12¢
05573
golden griddle
STORE COUPON
05573
12¢ Best Foods, a Division of CPC International Inc. CPC 12¢

The manufacturer of a product pays your store the cash value listed on the coupon, plus a small amount for handling the coupon.

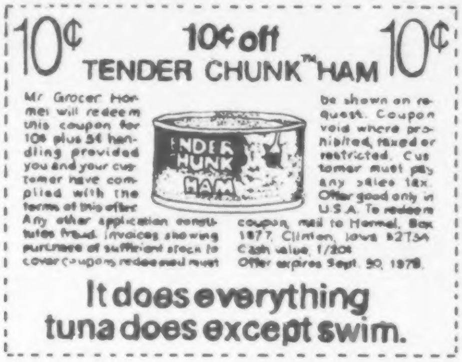
B. Store coupons

Store coupons must be accurately recorded at the end of each day so that proper adjustments can be made to total store sales.

Store coupons will have:

1. Special offer--Cents-off, sales price, or free item

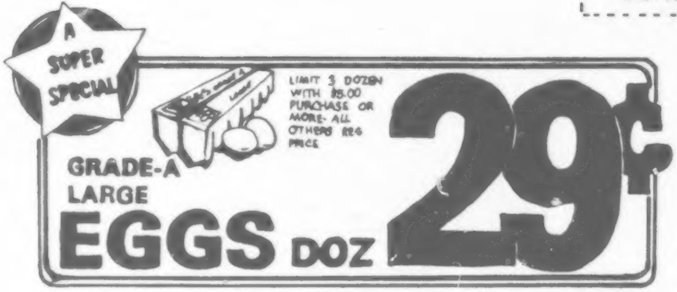
   a. Cents-off



10¢ 10¢ off TENDER CHUNK™ HAM 10¢

Mr Grocer Hormel will redeem this coupon for 10¢ plus 5¢ handling provided you and your customer have complied with the terms of this offer. Any other application constitutes fraud. Invoices showing purchase of sufficient stock to cover coupons redeemed must be shown on request. Coupon void where prohibited, taxed or restricted. Customer must pay any sales tax. Offer good only in U.S.A. To redeem coupon, mail to Hormel, Box 1877, Clinton, Iowa 52734. Cash value 1/20¢. Offer expires Sept. 30, 1978.

It does everything tuna does except swim.



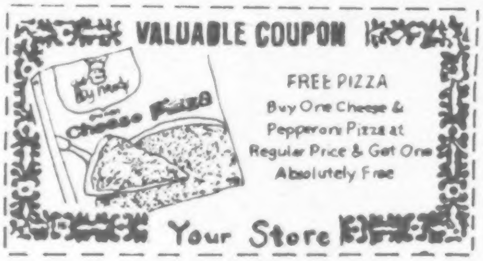
A SUPER SPECIAL

LIMIT 3 DOZEN WITH $5.00 PURCHASE OR MORE- ALL OTHERS REG PRICE

GRADE-A LARGE EGGS DOZ 29¢

   b. Sale price

   c. Free item



VALUABLE COUPON

FREE PIZZA

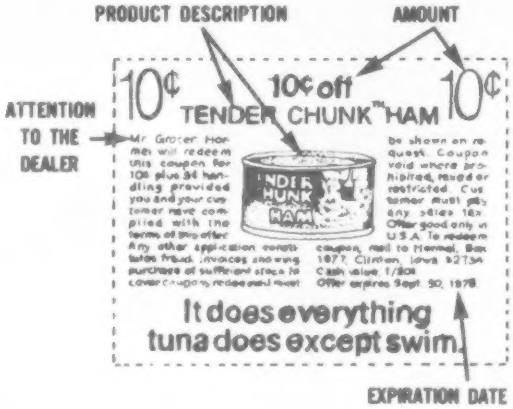
Buy One Cheese & Pepperoni Pizza at Regular Price & Get One Absolutely Free

Your Store

2. A product description--may or may not show a picture of the item

3. An expiration date

4. The name of store or company



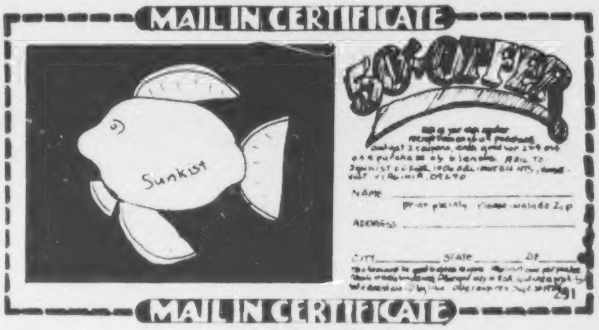
10¢ 10¢ off TENDER CHUNK™ HAM 10¢

Mr Grocer Hormel will redeem this coupon for 10¢ plus 5¢ handling provided you and your customer have complied with the terms of this offer. Any other application constitutes fraud. Invoices showing purchase of sufficient stock to cover coupons redeemed must be shown on request. Coupon void where prohibited, taxed or restricted. Customer must pay any sales tax. Offer good only in U.S.A. To redeem coupon, mail to Hormel, Box 1877, Clinton, Iowa 52734. Cash value 1/20¢. Offer expires Sept. 30, 1978.

It does everything tuna does except swim.

C. Non-coupons

An honest mistake some customers may make is to hand you something that LOOKS LIKE a coupon, but is not. These are called non-coupons. They are NOT acceptable in the store. These non-coupons must be mailed somewhere by the customer in order to receive whatever is being offered



MAIL IN CERTIFICATE

50¢ OFFER

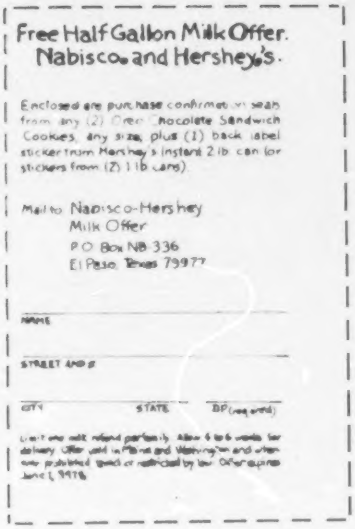
NAME

Print plainly. Please include Zip

ADDRESS

CITY STATE ZIP

MAIL IN CERTIFICATE



Free Half Gallon Milk Offer.
Nabisco and Hershey's.

Enclosed are purchase confirmation seals from any (2) Oreo Chocolate Sandwich Cookies, any size, plus (1) back label sticker from Hershey's instant 2 lb. can (or stickers from (2) 1 lb cans).

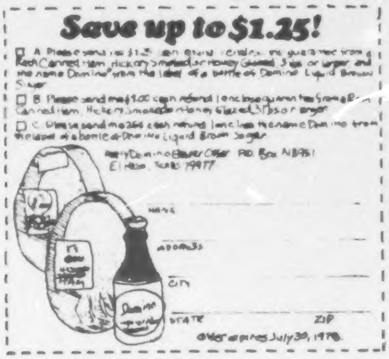
Mail to Nabisco-Hershey
Milk Offer
P.O. Box NB-336
El Paso, Texas 79977

NAME

STREET AND #

CITY STATE ZIP (required)

Limit one milk refund per family. Allow 4 to 6 weeks for delivery. Offer void in Maine and Washington and where prohibited, taxed or restricted by law. Offer expires June 1, 1978.



Save up to $1.25!

☐ A. Please send me $1.25 cash refund. I enclose the guarantee from a Rath Canned Ham, Hickory Smoked or Honey Glazed, 3 lbs or larger and the name Domino from the label of a bottle of Domino Liquid Brown Sugar.

☐ B. Please send me $1.00 cash refund. I enclose guarantee from a Rath Canned Ham, Hickory Smoked or Honey Glazed, 3 lbs or larger.

☐ C. Please send me 25¢ cash refund. I enclose the name Domino from the label of a bottle of Domino Liquid Brown Sugar.

Rath/Domino Glazer Offer P.O. Box NB951
El Paso, Texas 79977

NAME

ADDRESS

CITY

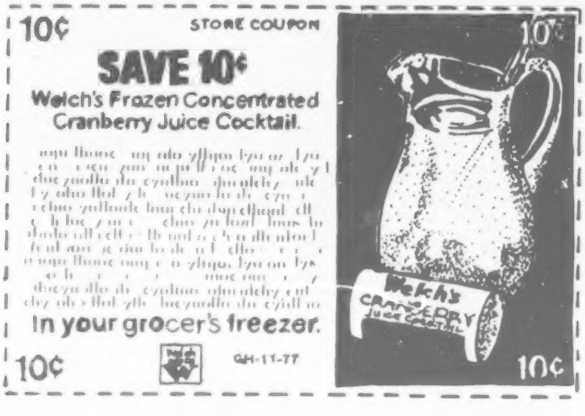
STATE ZIP

Offer expires July 30, 1978.

II. Procedures for ringing-up cents-off coupon:

A. Ring-up regular selling price

B. After collecting money for the customer's order, give cash for value for the coupon(s)



10¢ STORE COUPON

SAVE 10¢

Welch's Frozen Concentrated Cranberry Juice Cocktail.

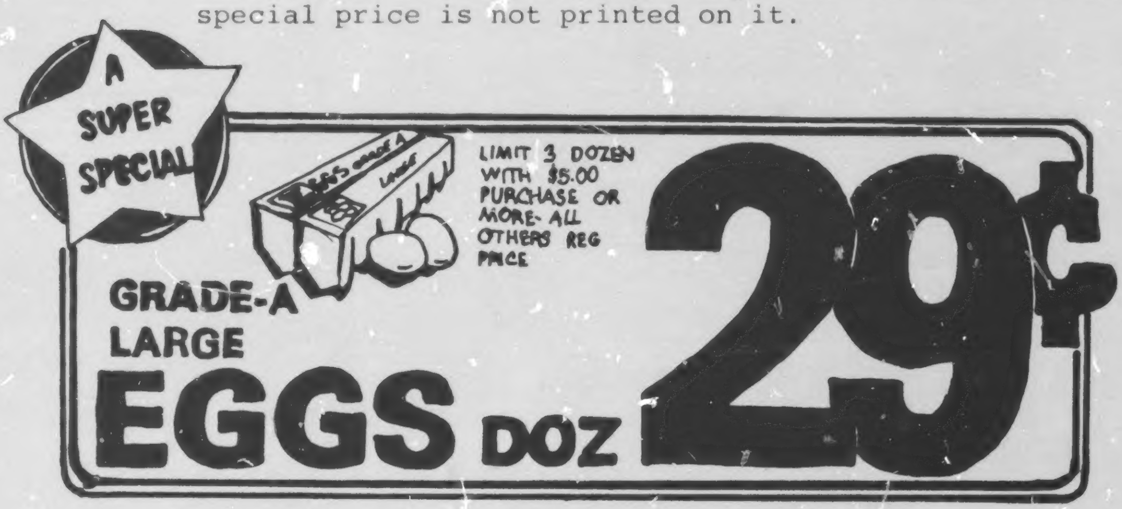
In your grocer's freezer.

10¢ GH-11-77

III. Procedures for ringing-up special price coupon:

A. Ring-up special price shown on the coupon.

B. Does not require any special procedure. It may be necessary to rewrite the value on the coupon if the value of the special price is not printed on it.



A SUPER SPECIAL

LIMIT 3 DOZEN WITH $5.00 PURCHASE OR MORE- ALL OTHERS REG PRICE

GRADE-A LARGE EGGS DOZ 29¢

EGGS GRADE A
LARGE

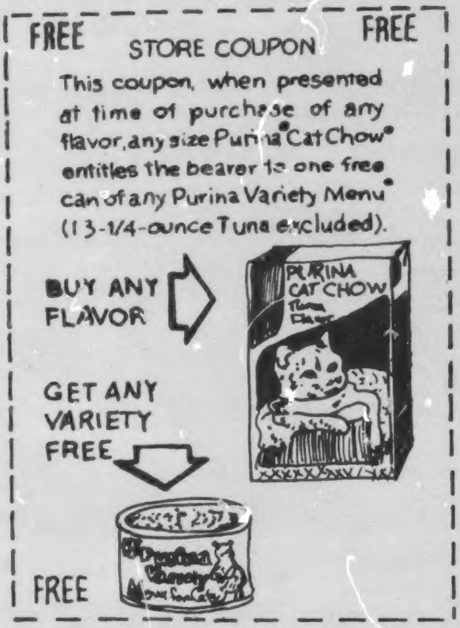
IV. Procedures for ringing-up free item vendor coupon:

A. Ring-up regular selling price.

B. Write regular selling price of the free item on coupon if it is not written.

C. After collecting money for the customer's order, give cash for value of the coupon(s).

D. Make sure that customer has selected the correct size and brand offered on the coupon.



FREE STORE COUPON FREE

This coupon, when presented at time of purchase of any flavor, any size Purina® Cat Chow® entitles the bearer to one free can of any Purina Variety Menu® (13-1/4-ounce Tuna excluded).

BUY ANY FLAVOR

GET ANY VARIETY FREE

FREE

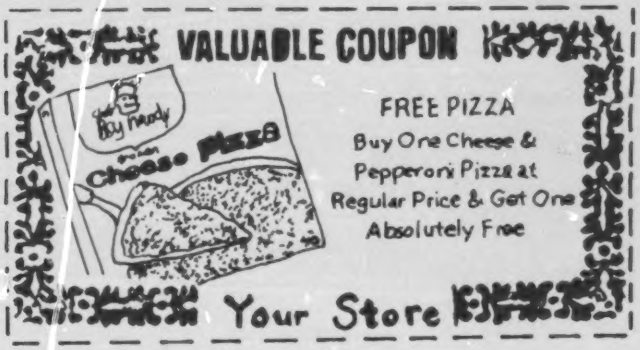
PURINA
CAT CHOW
Purina Variety Menu for Cats

V. Procedures for ringing-up a company/store coupon for a free item offered with the purchase of an identical or similar item:

A. Does NOT require any special procedure. You simply ring-up the first item, but you do NOT ring-up the price of the second (free) item.

B. Be sure to collect the coupon for the free item and put it in your cash drawer.

C. Make sure that the customer has selected the correct size and brand offered on the coupon.



VALUABLE COUPON

FREE PIZZA

Buy One Cheese & Pepperoni Pizza at Regular Price & Get One Absolutely Free

Your Store

One very important thing to remember is that coupons represent money to your store. Be sure to collect the coupon(s) for which your customer received credit. Place them in your cash drawer in such a way that it will be easy for you to bundle them up at the close of the day. Your head checker will tell you the exact place in your register to put your coupons and how to turn them in at the end of the day.

Check with your store manager to see what your store's specific policy is regarding coupons. Decisions to accept or not accept coupons may or may not be made according to the rules you have learned. Some managers will strictly enforce these rules while others may "bend a little" in order to avoid customer arguments or irritations. It will be up to your store manager as to how closely your store will follow these rules.

CASHIER-CHECKER

ASSIGNMENT SHEET 22--HANDLING COUPONS

A. Name the two basic types of coupons

B. Clip five different coupons out of the newspaper or magazines. Label each coupon and mark the expiration date, the brand and size of product, the notes to the dealer, and the value.

C. Clip the three types of company coupons out of newspapers. Label each type.

CASHIER-CHECKER

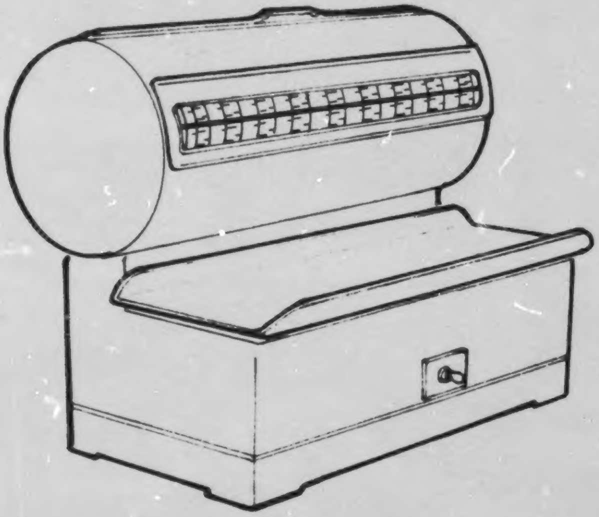
INFORMATION SHEET 15--WEIGHING

Before ringing up the price on your cash register, you should:

1. Know the names and selling price of all produce items
2. Know how to use the scale correctly

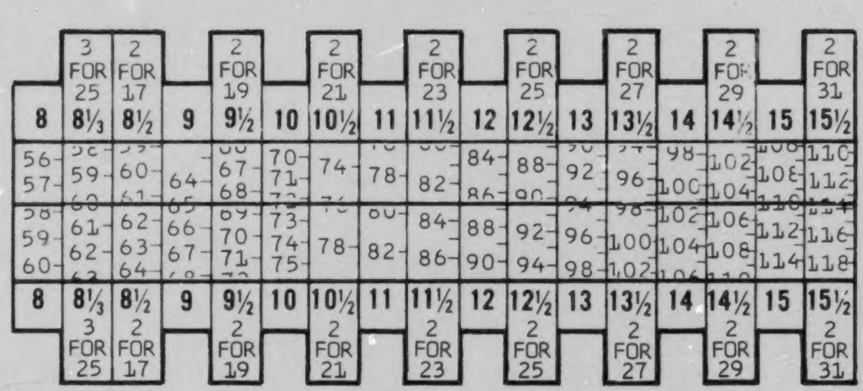
The best way to get to know the names and prices of all produce items is to get a produce card, go to the produce department, and with the produce manager's help, identify the items and their prices.

The scale was made to figure the cost of an item according to its weight. This should be done carefully to avoid incorrectly reading the scale or overcharging the customer.

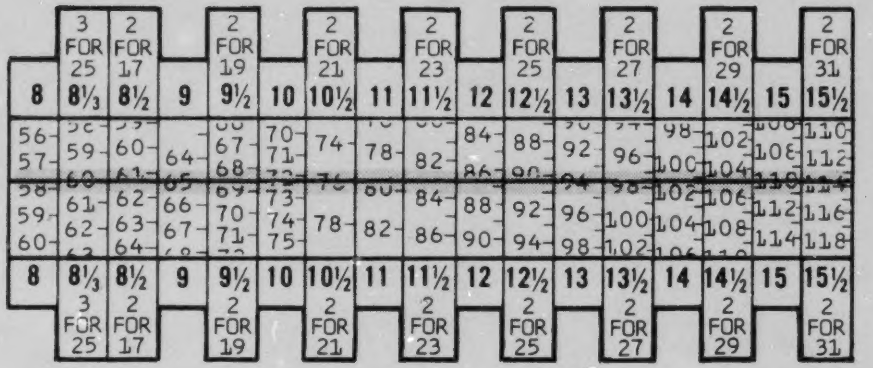


Steps to follow before waiting on your first customer:

1. Post your filled-out produce card where it can be easily seen.
2. Clean your scale.
3. Turn on the electricity to your scale.
4. Adjust the reading line to zero. Stand exactly in front of the scale with your eyes in a true horizontal line with the indicator reading line. With no weight on the scale, set line at zero.

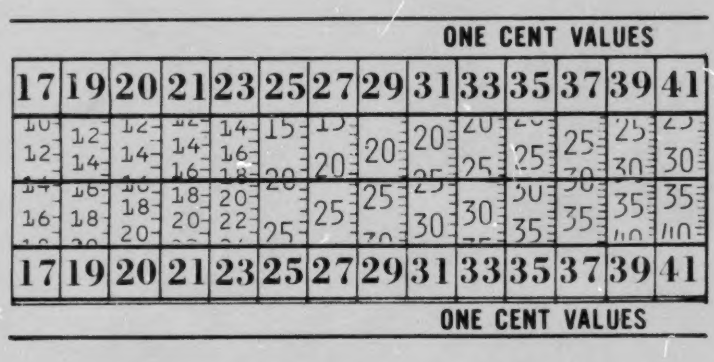

8
3 FOR 25 8⅓
2 FOR 17 8½
9
2 FOR 19 9½
10
2 FOR 21 10½
11
2 FOR 23 11½
12
2 FOR 25 12½
13
2 FOR 27 13½
14
2 FOR 29 14½
15
2 FOR 31 15½

Reading Line
is clear


8
3 FOR 25 8⅓
2 FOR 17 8½
9
2 FOR 19 9½
10
2 FOR 21 10½
11
2 FOR 23 11½
12
2 FOR 25 12½
13
2 FOR 27 13½
14
2 FOR 29 14½
15
2 FOR 31 15½

Reading Line
is fuzzy
and needs
adjustment

To figure out how much to charge your customer for a produce item, you locate the selling price per pound in the reading area and charge the amount that the reading line goes through. See the following example:


ONE CENT VALUES
17 19 20 21 23 25 27 29 31 33 35 37 39 41
ONE CENT VALUES

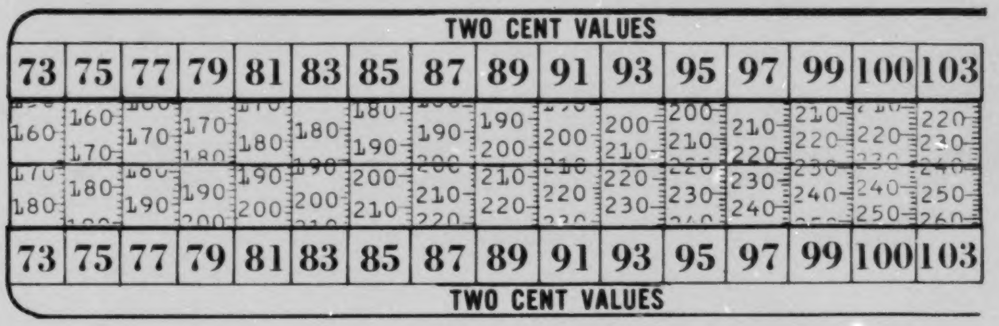
Notice that the reading line a 20¢ per lb. goes through 16¢
31¢ " " " " 25¢
29¢ " " " " 23¢
17¢ " " " " 14¢
35¢ " " " " 28¢

Always charge to the nearest number.

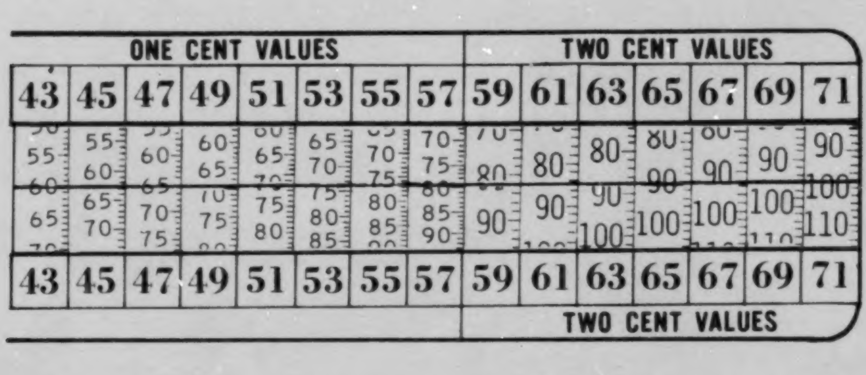
EXAMPLE:	
	At 17¢ per lb. - Cost would be 14¢
	19¢ " " " " " 15¢
	23¢ " " " " " 19¢
	27¢ " " " " " 22¢
	33¢ " " " " " 26¢
	37 " " " 29¢

(NOTE: If the reading line is less than halfway between the two marks, you will charge the lower price.)

Many produce items because of their low cost per pound, are sold at multiple prices in order to make it attractive for customers to buy more

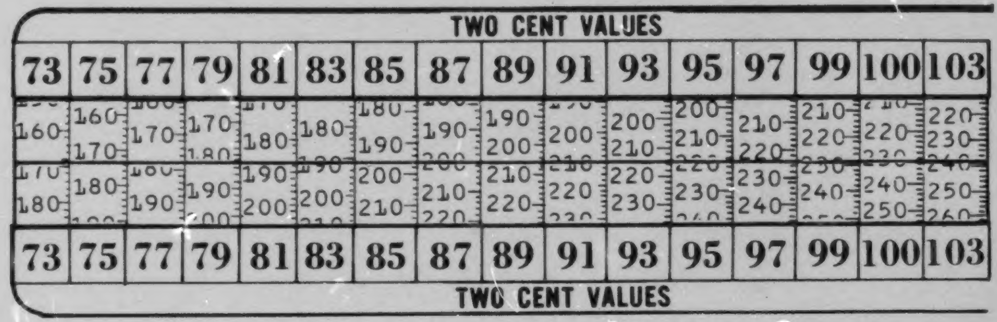

TWO CENT VALUES
73 75 77 79 81 83 85 87 89 91 93 95 97 99 100 103
160 180
160 170 180
170 190
170 190
180 190 200
180 200
180 190 200 210
190 210
190 200 210 220
200 220
200 210 220 230
200 210 230
210 220 230 240
210 220 240
220 240 250
220 230 250
73 75 77 79 81 83 85 87 89 91 93 95 97 99 100 103
TWO CENT VALUES

Look at the Two-cent value section. Every mark has a Two-cent value. For example: At 59¢ per pound, charge 82¢; at 61¢ per pound--charge 84¢; at 63¢ per pound--charge 88¢.


ONE CENT VALUES
TWO CENT VALUES
43 45 47 49 51 53 55 57 59 61 63 65 67 69 71
55 65
55 60 65 70
60 70 75
60 65 75
65 75 80
65 70 80
70 80 85
70 75 85 90
90
80 90
80 100
100
100
90 100
90 110
43 45 47 49 51 53 55 57 59 61 63 65 67 69 71
TWO CENT VALUES

ASSIGNMENT SHEET 23--PRICE PER POUND?

A. Using the following scale, what will you charge for the items selling at these prices?


TWO CENT VALUES
73 75 77 79 81 83 85 87 89 91 93 95 97 99 100 103
160 160 170 170 180 180 180 190 190 200 200 210 200 210 210 220 210 220 220 220 230
170 180 180 190 190 190 200 200 210 200 210 210 220 220 220 230 230 230 240 240 240 250 250
73 75 77 79 81 83 85 87 89 91 93 95 97 99 100 103
TWO CENT VALUES

1. $ .75 per lb.=____________

2. $ .81 per lb.=____________

3. $1.03 per lb.=____________

4. $ .89 per lb.=____________

5. $ .97 per lb.=____________

6. $ .91 per lb.=____________

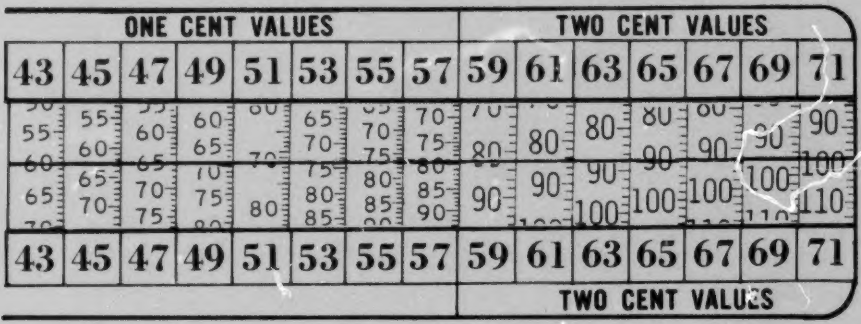
7. $ .79 per lb.=____________

8. $1.00 per lb.=____________

9. $ .95 per lb.=____________

10. $ .73 per lb.=____________

B. Figure the cost at the prices per pound shown below for each .


ONE CENT VALUES
TWO CENT VALUES
43 45 47 49 51 53 55 57 59 61 63 65 67 69 71
55 60 65
55 60 65 70
60 65 70 75
60 65 70 75
70 80
65 70 75 80 85
70 75 80 85
70 75 80 85 90
80 90
80 90
80 90 100
80 90 100
90 100
90 100 110
90 100 110
43 45 47 49 51 53 55 57 59 61 63 65 67 69 71
TWO CENT VALUES

1. $ .59 per lb.--charge ____________
2. $ .47 per lb.--charge ____________
3. $ .65 per lb.--charge ____________
4. $ .71 per lb.--charge ____________
5. $ .43 per lb.--charge ____________
6. $ .51 per lb.--charge ____________
7. $ .55 per lb.--charge ____________
8. $ .69 per lb.--charge ____________
9. $ .57 per lb.--charge ____________
10. $ .69 per lb.--charge ____________

CASHIER-CHECKER

INFORMATION SHEET 16--TRADING STAMPS

Some stores issue trading stamps for each 10¢ purchase. Many items such as cigarettes and alcoholic beverages do not qualify for stamps under the state law. The checker must figure how many stamps will be issued by subtotaling the order before ringing-up the alcoholic beverage or cigarettes.

I. Reasons stamps are given

   A. To increase sales by offering extra value for the purchase.

   B. To encourage customers to come back each week to complete a book or get enough to trade in for a gift.

II. Items that often do not qualify for stamps:

   (NOTE: Some stores do not issue stamps for other special items, so check with the manager.)

   A. Liquor

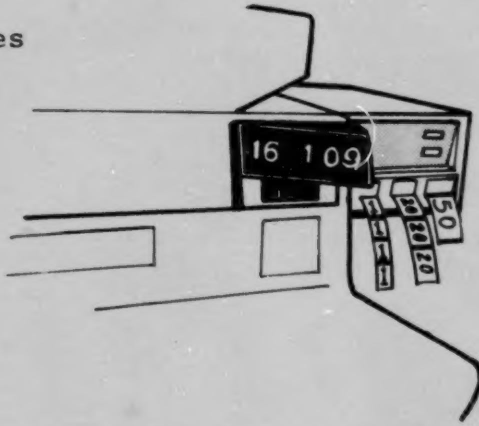
   B. Beer

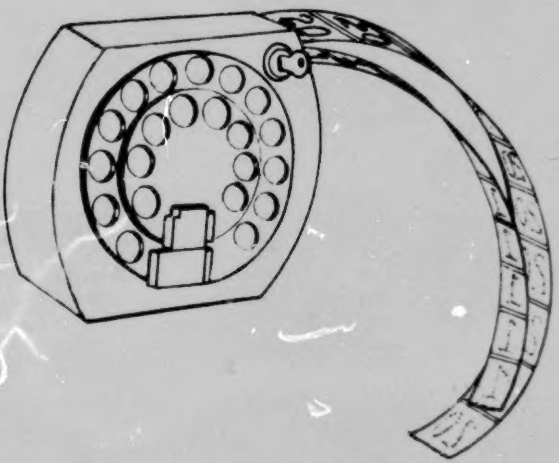
   C. Wine

   D. Cigarettes

III. Types of stamp dispensers

   A. Automatic--This type issues stamps when the checker totals the amount on the register.





   B. Manual--The checker must figure the amount of stamps to give the customer and dial or punch-out the correct number on the machine.

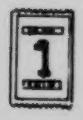
IV. The issuing of trading stamps

A. One stamp is usually issued for each 10¢ purchase.

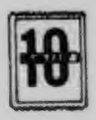
EXAMPLES: A person making a 20¢ purchase would receive 2 stamps.
A person making a $1.18 purchase would receive 11 stamps.

B. Stamps come in different sizes and should be issued using the fewest stamps possible

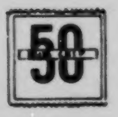
1. One



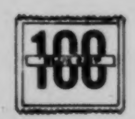
2. Ten



3. Fifty



4. One-hundred



EXAMPLE: For a $50 purchase, you could issue five 100 or ten 50 stamps.

C. You should offer stamps to each customer. If the customer does not want them, lay them aside for use on the next purchases

CASHIER-CHECKER

ASSIGNMENT SHEET 24--HOW MANY STAMPS?

A. Does your training station issue trading stamps? If so, what kind?

B. Does your store have a double-stamp day? If so, when?

C. How many stamps are you supposed to issue for each 10¢? ________
For less than 10¢? __________.

D. Write the amount of stamps you should issue for each order.

	CUSTOMER'S ORDER SUB-TOTAL AMOUNT	NUMBER OF STAMPS	10¢ STAMPS	$1 STAMPS
EXAMPLE:	$22.38	25	3	22
	1. $ .09			
	2. $ 9.47			
	3. $56.86			
	4. $18.58			
	5. $37.91			
	6. $ 5.97			
	7. $ .78			

E. List the non-stamp items sold at your store.

CASHIER-CHECKER

TERMS AND DEFINITIONS

TEST--PART 1

1. Point out the correct definition of cashier terms by placing a "✓" in front of the correct statements below.

_____ a. A cashier is a person in charge of money.

_____ b. Being thoughtful and courteous of other's feelings is being tactful.

_____ c. A checker is one that checks in delivery trucks.

_____ d. Mannerisms is a southern Pacific disease.

_____ e. Poise is the ability to handle situations easily and calmly.

_____ f. Figuring out a sales-slip total or dollar amount is computing.

_____ g. A change maker is a machine that automatically gives you a new personality.

_____ h. A reproduction is a copy of something.

_____ i. A detail tape is a cash register record of transactions, number of customers, and the date.

_____ j. A transaction is a facial over-haul.

_____ k. A credit card is a card allowing the customer to charge or delay payment on purchases made.

_____ l. A counterfeit bill is a three-dollar bill.

_____ m. A shortchange artist is a person who can dress quickly.

_____ n. The void key is a way to tell someone to get lost.

2. Point out the correct use of cashier terms by writing TRUE or FALSE in the blanks provided at the left.

_____ a. Efficiency is producing without waste.

_____ b. Alert is a sleeping pill sold in the store.

_____ c. Being accurate is the same as being correct.

_____ d. Legible is a legal document.

_____ e. A denomination is a value or size of a piece of money.

_____ f. A change bank is the amount of money in the cash register at the beginning of a day or shift.

_____ g. Personal checks are secret checks used only in emergencies.

_____ h. A no-sale key is a button on a cash register used to open the cash drawer.

CASHIER-CHECKER

SO YOU WANT TO BECOME A CASHIER-CHECKER?

TEST--PART 2

1. Tell why YOU are important to:

   a. Our customer--

   b. Our store managers--

   c. Our department managers--

   d. Our company--

2. To the successful checker, tell why:

   a. Accuracy is important--

   b. Speed is important--

   c. Courtesy is important--

3. Why is it important for a cashier-checker to be friendly?

4. List some traits that you feel a cashier-checker needs in order to be successful.

5. Explain why indifference and lack of interest by employees will lose customers.

CASHIER-CHECKER

THE CASHIER'S CREED

TEST--PART 3

Select the answers for each situation below that best represents the rules outlined in the cashier's creed. Place a "✓" in front of the best answer.

1. An individual walks up to you and asks a question while you are making change to the customer being checked out. You should:

   _____ a. Ignore the individual.

   _____ b. Stop making change and assist the customer.

   _____ c. Courteously tell the individual, "One moment please," and then finish making change.

2. The best way to prepare yourself for work tomorrow is by:

   _____ a. Laying the clothes you wore today on a chair next to the bed so they can be put on quickly.

   _____ b. Cleaning and ironing the clothes you plan to wear the next day.

   _____ c. Looking in the closet for something other than your regular uniform that might be worn if you get up too late to get your clothes ready.

3. When checking the customer's purchase you should:

   _____ a. Ring-up the items with speed and accuracy.

   _____ b. Take your time in ringing-up the items and visit with the customer as you check.

   _____ c. Not worry about accuracy; just get the customer checked-out.

4. While checking the grocery items for the customer you get to an item that is an advertised special but is not marked. You should:

   _____ a. Ring-up the item at the advertised special price and call the customer's attention to the change.

   _____ b. Ring-up the item at the regular price if you think the customer will not notice.

   _____ c. Not ring-up any amount since it is not marked.

5. When all baggers are too busy to bag your customer's merchandise you should:

   _____ a. Carefully bag the merchandise for the customer.

   _____ b. Leave the merchandise for the first available bagger, and begin checking the next customer's merchandise.

   _____ c. Tell the customer to bag the merchandise.

6. When the cashier-checker is bagging groceries for the customer, you should:

   _____ a. Double-bag everything.

   _____ b. Double-bag only the items that require extra protection, such as heavy items and frozen foods.

   _____ c. Not use bags; just pile the merchandise back in the cart.

7. Your store has a rule about the number of advertised specials that one customer may purchase. A good friend comes to check out with more than the limit. You should:

   _____ a. Allow your friend to purchase all of the specials.

   _____ b. Call the manager.

   _____ c. Tell your friend that only the number advertised can be purchased at the special price.

8. If you notice that a certain stocker is carrying merchandise from the store without paying for it, you should:

   _____ a. Ask the individual to put part of the merchandise in your car.

   _____ b. Call the police.

   _____ c. Quietly call the store manager's attention to it.

9. You hear another cashier-checker using several good methods of greeting customers. You should:

   _____ a. Talk to the individual about the methods so that you may improve your own.

   _____ b. Try to make them look bad to the manager.

   _____ c. Ignore the methods others use because they probably wouldn't work for you anyway.

10. When you feel bad at work, you should:

   _____ a. Take out your feelings on the customers.

   _____ b. Go on home and forget your job.

   _____ c. Be cheerful and friendly to the customers because it will probably make you feel better in turn.

CASHIER-CHECKER

SAFETY, CARE, AND MAINTENANCE

TEST--PART 4

1. Select the correct safety procedures by circling the answer that best completes each statement below.

   a. All food items should be handled:

      (1) carelessly

      (2) carefully

      (3) by the customer

   b. During checking, bottles and jars should be checked for

      (1) proper labeling

      (2) taste of contents

      (3) loose lids or caps

   c. Some items that should be handled very carefully because they are harmful if spilled are:

      (1) chemicals and bleaches

      (2) soft drinks

      (3) sacks of sugar

   d. Large drink bottles and sacks of potatoes should be:

      (1) left in the cart if possible

      (2) handed to the customer after ringing-up the price

      (3) placed in small bags

   e. When the cashier-checker bags groceries for the customer he/she should warn the customer of:

      (1) high prices

      (2) heavy bags

      (3) eating too much

f. Items should be bagged so that:

  (1) the lighter items are on bottom to provide padding for the heavier items on top.

  (2) all the heavier items are in one bag and lighter items in another.

  (3) the lighter items, crushable items are on top, with the heavier items on bottom.

g. Glass bottles should be placed in the bag so that:

  (1) they are all in one bag.

  (2) they are separated by boxes or small items.

  (3) they are placed upside down.

h. Items that are left at the counter or returned by customers should be:

  (1) left on the counter so that some other customer might get them.

  (2) thrown in the trash.

  (3) returned to the shelves by the bagger or stocker.

i. To protect food from moisture, frozen foods should be:

  (1) left out of the bags

  (2) wrapped in paper towels before bagging.

  (3) bagged in the same bag.

j. Canned goods should be

  (1) placed in one bag.

  (2) left on the counter for the customer to carry out.

  (3) placed in the bottom of several bags to spread the weight.

2. Select the correct care and maintenance procedures for the check stand by placing a "✓" in front of the correct statements below.

_____ a. Counters should be wiped clean each day or when they become soiled during the day.

_____ b. The cash register should never be wiped off.

_____ c. The cash register should be cleaned with a damp, soapy cloth once a week.

_____ d. The customers should supply their own pens for check writing.

_____ e. The bag supply should be checked first thing every morning.

_____ f. The bag rack should be cleaned each year.

_____ g. Dirt should be left on the scales to add extra weight and cost to the item purchased by the customer.

_____ h. The scales platter and reading line glass should be kept clean.

_____ i. The floor area around the check stand is not the responsibility of the cashier-checker.

_____ j. The cashier-checker should keep the counter clean and the trash container emptied.

CASHIER-CHECKER

PERSONALITY FOR JOB SUCCESS

TEST--PART 5

1. Place a "√" in front of each statement that best states the proper work attitude.

_____ a. Be courteous and considerate in order to get along successfully with customers.

_____ b. If you are in a hurry, don't be bothered with the customer.

_____ c. Be honest in dealing with customers and fellow employees.

_____ d. If you make a mistake, keep it to yourself.

_____ e. Be tactful and thoughtful when speaking to customers.

_____ f. Tell the person off if he or she offends you.

_____ g. Be pleasant at all times, especially when the customer is unpleasant.

_____ h. Be fast and accurate.

_____ i. If you get tired, take a break.

_____ j. Thank the customer for shopping with you.

_____ k. Tell the customer to drop dead.

_____ l. Show pride in your work.

2. Point out the best way to make your appearance fit your job by placing a "√" in front of the correct answers below.

_____ a. Be neat and clean.

_____ b. Unwashed hands are acceptable.

_____ c. Manicure your nails.

_____ d. Avoid flashy clothing and jewelry.

_____ e. Big rings are acceptable.

_____ f. Have a friendly smile and a pleasant manner.

_____ g. Be alert.

_____ h. Use good posture.

_____ i. Show poise.

_____ j. If you make a mistake, hide it.

_____ k. If the customer questions the amount of change given, simply state "I do not make mistakes".

_____ l. Always help the customer feel welcome.

_____ m. Your appearance is as important as your attitude.

CASHIER-CHECKER

DUTIES AND RESPONSIBILITIES

TEST--PART 6

1. Place a "√" in front of duties of the cashier-checker.

_____ a. Provide fast, accurate, friendly, and courteous service.

_____ b. Handle coupons.

_____ c. Handle horses.

_____ d. Handle rain checks.

_____ e. Handle sun checks.

_____ f. Handle food stamps.

_____ g. Handle traffic tickets.

_____ h. Handle bottle refunds.

_____ i. Handle over- and under-rings.

_____ j. Collect money for each purchase and make change.

_____ k. Help other employees goof-off.

_____ l. Play in the back room.

_____ m. Keep the check stand clean and ready for check-out purposes.

_____ n. Help stock some merchandise.

2. Indicate the methods of providing good customer service by answering the following statements TRUE or FALSE.

_____ a. Greet every customer with a smile.

_____ b. Never enter the check stand from the rear.

_____ c. Confuse the customer as much as possible.

_____ d. Keep the customer flow as slow as possible.

_____ e. Wear a name tag.

_____ f. Show interest when talking to a customer.

_____ g. Never clean your check stand; that is the janitor's duty.

_____ h. Always have a lot of customers lined up waiting at your checkstand--it makes you look popular.

_____ i. Don't carry on conversations with fellow employees when checking out a customer.

_____ j. Check and tighten all bottle caps.

_____ k. Always thank the customers and ask them to come back.

_____ l. Always let the customer carry the bags to the car.

_____ m. The customer is always right

_____ n. Give every customer a register receipt.

3. Write a paragraph telling how you, as a cashier-checker, would handle the problem of a long line waiting to check out during a rush.

CASHIER-CHECKER

KNOW YOUR CHECK STAND

TEST--PART 7

1. Matching

_____ A. Your check stand was designed to make

_____ B. You should operate your cash register with

_____ C. Firmly slide items to the bagging area with

_____ C. By not picking up each item

1. Your left hand
2. Your job easier
3. Your right hand
4. Your attention will be more thorough

2. List five conveniences offered by the way your check stand is designed.

3. Tell how you can make your check stand a pleasant place.

4. What is the purpose of the divider bar?

5. What is the importance of separating the perishable items?

3. Point out the correct arrangement of the cash drawer by placing each number in the correct blank.

_____ a. silver dollars.

_____ b. personal checks

_____ c. cash drawers

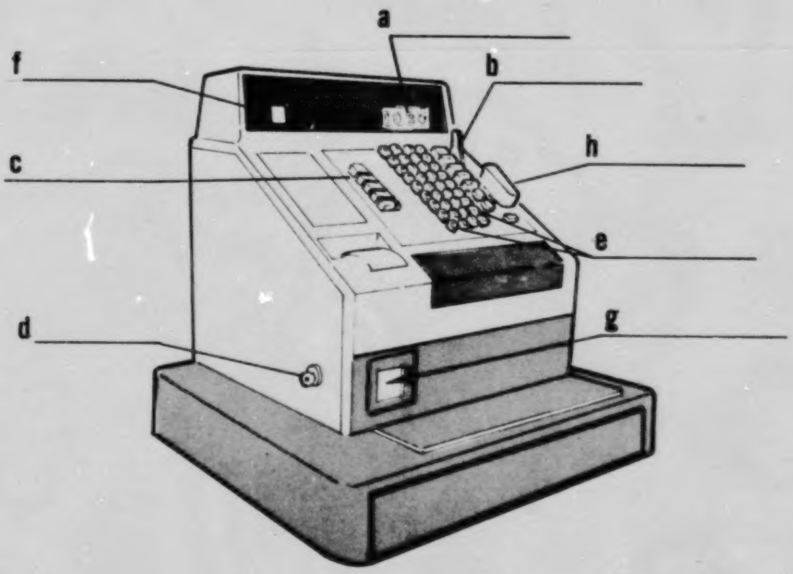
_____ d. paper money.

_____ e. all bills.

_____ f. all coins

1. two rows with sections for various denominations.
2. are kept under the cash drawer
3. is kept in the back rows by denomination.
4. are kept face up.
5. are contained in the front row divisions.
6. have no special location.

4. Name each of the parts of the cash register on the illustration below.



CASHIER-CHECKER

USING YOUR REGISTER

TEST--PART 8

1. Select the correct statements concerning the operation of the cash register by writing TRUE or FALSE in the blank at the left of each statement.

_____ a. Detailed instruction on how to operate the store's cash register will come from the store's management.

_____ b. The cash register is a delicate and expensive machine.

_____ c. The cash register can take a lot of punishment.

_____ d. Cash registers have just two keys.

_____ e. Number keys tell the amount purchased.

_____ f. Lettered keys are held for special secret codes.

_____ g. Special keys are used for registering no sale, voids, and cash paid out.

_____ h. All cash registers have an audit tape.

_____ i. Cashiers usually have to account for sales and voids.

_____ j. Cash sales do not have to prove out at the end of the day.

2. Place a "√" in front of each statement that is true about the change maker of a cash register.

_____ a. An amount of change up to $1 can be made at one time.

_____ b. Keys on the change maker are pressed to release the exact amount of change.

_____ c. The change maker will give bills for change when certain keys are pressed.

_____ d. The change may travel to a metal cup for the customer to remove.

_____ e. Bills given to the customer for change are placed in the metal cup.

_____ f. The cashier must keep the change maker filled.

_____ g. The change maker also issues trading stamps.

_____ h. The cashier is Not responsible for money in the change maker.

3. Point out the correct rules to follow when making change by placing a "✓" in front of each correct statement.

You should:

______ a. Plainly state the total sale and amount received from the customer.

______ b. Keep the money received from the customer in your hand until change is made.

______ c. Place the money received from the customer on the money slab of the register.

______ d. Record the amount of the sale on the cash register.

______ e. Count the amount due the customer to yourself then hand all the money to the customer.

______ f. Close the drawer immediately after giving change to the customer.

______ g. Hand the change, receipt, and merchandise to the customer.

______ h. Thank the customer.

CASHIER-CHECKER

RECEIVING PAYMENTS AND GIVING CHANGE

TEST--PART 9

1. Point out the correct methods of receiving payment and giving change by writing TRUE or FALSE in the spaces at the left.

    _____ a. You should: Always state the amount of the customer's purchase.

    _____ b. State the amount when the customer hands you the money for payment.

    _____ c. Place the money given to you, by the customer, in the money drawer at once.

    _____ d. Count out the correct change into your own hands.

    _____ e. Count to yourself while figuring out the return amount.

    _____ f. Thank the customer for shopping with you.

    _____ g. Hand the bills to the customer neatly folded.

    _____ h. Accept the money the customer gave you and put it on the counter.

    _____ i. Leave a small crack in the cash drawer for easy opening.

    _____ j. Hand all the change to the customer, rather than count it out.

2. Match the terms associated with cashiering with their definitions by writing the number of each term in the correct blank on the left.

    _____ a. A supply of money that is placed in the cash drawer each morning.

    _____ b. A method of opening the cash drawer

    _____ c. Another name for paper money.

    _____ d. The value of the coin or paper money.

    _____ e. An area where the customer's money is placed while making change

    _____ f. A printed slip of paper from the register that describes the purchase.

    1. sales slip
    2. "No Sale" button
    3. currency
    4. change bank
    5. denomination
    6. money slab or change plate

CASHIER-CHECKER

SAFEGUARDS IN HANDLING MONEY

TEST--PART 10

1. Point out the correct use of the cash register when making change by writing TRUE or FALSE in front of each statement below.

You should:

______ a. Be sure you do not run out of change.

______ b. Make change with the fewest pieces of money possible.

______ c. Add the cost of several items together before ringing them up if you are rushed.

______ d. Keep the cash drawer opened between customers to s time.

______ e. Make up any errors in pricing on the next item th you ring up.

______ f. Re-ring a transaction and void the incorrect registe receipt, if you over-ring an item.

______ g. Always place paper money in the cash drawer face up.

______ h. Always settle an argument by yourself if a problem dealing with money arises.

______ i. Be careful in handling money and watch for shortchange artists.

______ j. Readily accept all money as good money.

______ k. Follow your store rules when accepting checks.

______ l. Be careful, but not suspicious, of customers.

2. Select the correct methods of handling money by placing a "✓" in front of the answer that best completes each statement below.

a. If a refund is to be made to a customer, you should be sure to include:

______ (1) extra trading stamps.

______ (2) a free pass to the movies.

______ (3) any sales tax charged.

b. Change should be made to the customer:
_____ (1) in the fewest pieces possible.
_____ (2) in the most pieces possible
_____ (3) in all nickels and pennies.

c. If the cash drawer is left open and unattended it shows:
_____ (1) that the cashier is very trusting.
_____ (2) that the cashier is inefficient and inviting theft.
_____ (3) that the cashier knows how to save time.

d. Paper money should be placed in the cash drawer with:
_____ (1) the face up and under the clip.
_____ (2) all denomination of bills together.
_____ (3) the face down on top of the clip.

e. When you give out incorrect change you should:
_____ (1) not admit the mistake.
_____ (2) try to cover up.
_____ (3) be courteous and admit your mistake.

3. Point out the ways of protecting yourself from shortchange artist or bad money by placing a "✓" in front of each correct statement below.

_____ a. You should not allow the customer to confuse you.
_____ b. You should allow the customer to exchange items that have been checked.
_____ c. You should not allow the customer to do your thinking for you.
_____ d. You should not call the customer's attention to any unusual marking on the paper money.
_____ e. You should always take the customer's words when there is any question.
_____ f. A well-dressed person is never a likely shortchange artist, so you need not be suspicious.
_____ g. You should get a description of any person that you suspect of shortchanging you.
_____ h. Unfold any bills that are handed to you folded together.
_____ i. You can detect most counterfeit money by examining the bill.
_____ j. You should ask a counterfeiter to hold the counterfeit money while you check with the manager.

CASHIER-CHECKER

ACCEPTING CHECKS

TEST--PART 11

1. Indicate the correct rules to follow when cashing checks by placing a "✓" in the correct blank.

		True	False
a.	A check made out to Robert and Susan Adams can be endorsed by either of them.	( )	( )
b.	A company payroll check drawn on a bank from another state may be acceptable in your store if there is a branch or plant of that company in your area.	( )	( )
c.	Customers must sign their checks while you are watching.	( )	( )
d.	A credit card is an acceptable piece of identification for cashing a check.	( )	( )
e.	The store endorsement must be stamped on every check.	( )	( )
f.	Traveler's checks are acceptable in most stores.	( )	( )
g.	Current name, address, and telephone number should appear on the check.	( )	( )
h.	You may accept checks that are marked "for deposit only."	( )	( )
i.	Checks written in pencil are acceptable.	( )	( )
j.	A valid driver's license is considered proper for identification.	( )	( )

2. List the kinds of checks that may be cashed at your store.

3. Does your store allow you to okay checks? If not, who must okay them.

4. List what kind of identification you should require when cashing checks.

5. Tell what a non-personal check is. Give an example.

CASHIER-CHECKER

CREDIT CARDS

TEST--PART 12

1. Place a "√" in front of the statement that correctly states the use of credit cards.

_____ a. Credit cards are more convenient than cash for some people.

_____ b. Credit cards can be used for most purchases.

_____ c. Credit cards provide receipts for tax purposes.

_____ d. Credit cards are accepted by most businesses.

_____ e. Credit cards are a very fashionable method of purchasing.

_____ f. VISA is a credit card commonly accepted.

_____ g. Any gasoline credit card will buy groceries.

_____ h. Master Charge is a credit card commonly accepted.

_____ i. Diner's Club Card is not accepted in grocery stores.

_____ j. The best thing to do is find out what credit cards your store will accept.

2. Point out the correct rules concerning the processing of credit cards by writing TRUE or FALSE in the blanks at the left.

You should:

_____ a. Be sure the credit card is accepted by your store.

_____ b. Check the expiration date on the credit card.

_____ c. Place the credit card face down in the machine.

_____ d. Not be concerned with the current date.

_____ e. Place the sales slip face up in the machine over the credit card.

_____ f. Get the customer to sign the slip.

_____ g. Compare the signature on the card to that on the slip.

_____ h. Make sure that the customer does not get a copy of the transaction.

_____ i. Place the original and all other copies in the cash drawer or any special filing place.

_____ j. Thank the customer when the transaction is completed.

CASHIER-CHECKER

FOOD STAMPS

TEST--PART 13

1. Point out the items which can be purchased with Food Stamps by writing YES or NO in front of each item listed below.

_____ a. Dog food

_____ b. Hamburger

_____ c. Milk

_____ d. Shampoo

_____ e. House shoes

_____ f. Soft drinks

_____ g. Magazines

_____ h. Sandwich meat

_____ i. Bread

_____ j. Soup

_____ k. Tobacco

_____ l. Hosiery

2. A man has shown his Food Stamp Identification Card. Then he tears two $5 food stamps from a booklet. Should you accept them? What should be checked?

e. A customer makes a purchase with food stamps and is due back change of less than $1. What choices should you give the customer for receiving change.

a.

b.

c.

4. Place a "✓" in front of the correct four steps for issuing a due bill.

_____ a. Ring up the value of the due bill on the grocery key.

_____ b. Fill out the due bill.

_____ c. Check out the customer's credentials.

_____ d. Initial it.

_____ e. Run a security check.

_____ f. Hand it to the customer.

5. Point out the correct rules for accepting due bills by writing TRUE or FALSE in the blanks at the left.

_____ a. Accept a due bill as any food stamp.

_____ b. Cash the due bill for a $25 bill.

_____ c. Date every due bill accepted.

_____ d. Redeem the due bill for trading stamps.

_____ e. Initial each due bill.

_____ f. Run a security clearance on each due bill.

_____ g. Have the customer sign a due bill on the back side.

_____ h. Have the customer sign the due bill and then take it for use later.

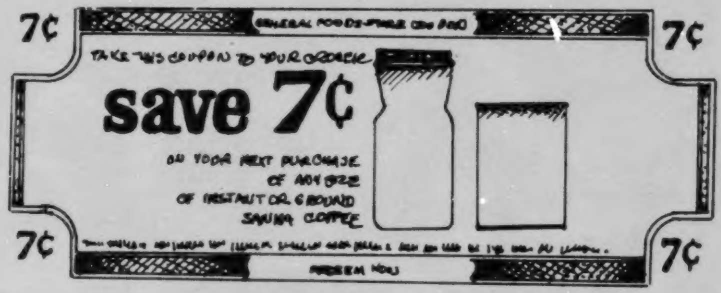
CASHIER-CHECKER

COUPONS

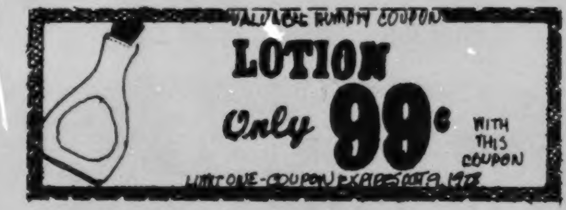
TEST--PART 14

Directions: Indicate whether the following statements are TRUE or FALSE by placing a "✓" in the correct blank.

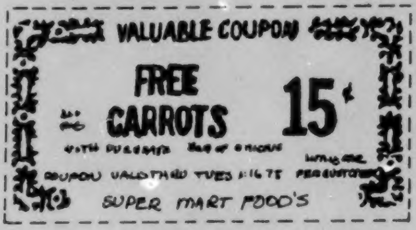
	True	False
1. If your store does not use a refund key for "cents-off" coupons, you give the customer a cash refund for coupons after you collect money for the order.	( )	( )
2. Foreign coupons are coupons issued by another store (chain).	( )	( )
3. Non-coupons are those that must be mailed in to a manufacturer to receive money or a product.	( )	( )
4. Non-coupons and foreign coupons are not acceptable in most stores.	( )	( )
5. You are ringing up an order and come to the item covered by this coupon. You should ring up the regular price of the item.	( )	( )


7¢
7¢
TAKE THIS COUPON TO YOUR GROCER
save 7¢
ON YOUR NEXT PURCHASE
OF ANY SIZE
OF INSTANT OR GROUND
SANKA COFFEE
7¢
7¢
REDEEM NOW

	True	False
6. While ringing up another order, you come to the item covered by this coupon. Again you ring up the regular price of the item.	( )	( )


LOTION
Only 99¢
WITH THIS COUPON
LIMIT ONE-COUPON

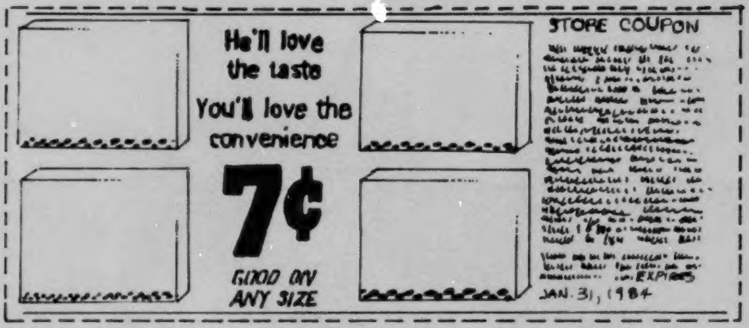
	True	False
7. When you are out of stock on an item covered by a coupon, you must inform the customer that the coupon is no longer valid.	( )	( )
8. Occasionally, you may accept more than one coupon to buy one item.	( )	( )
9. As you are ringing an order, you come across the item covered by this coupon. You should not ring up any price on the register for the item covered by this coupon.	( )	( )


VALUABLE COUPON
FREE
CARROTS
15¢
SUPER MART FOOD'S

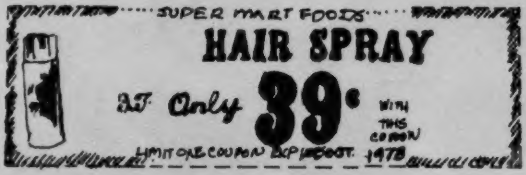
Directions: Are the coupons in questions 10-18 acceptable or not? (Check one answer for each)

(NOTE: Today is November 15, 1980, and your store's name is Super-Mart Foods.)

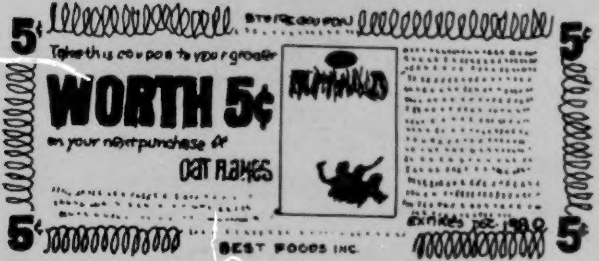
	EXPIRED	FOREIGN COUPON	DOESN'T MATCH	IT IS ACCEPTABLE
10.	A. ( )	B. ( )	C. ( )	D. ( )


He'll love the taste
You'll love the convenience
7¢
GOOD ON ANY SIZE
STORE COUPON
EXPIRES
JAN. 31, 1984

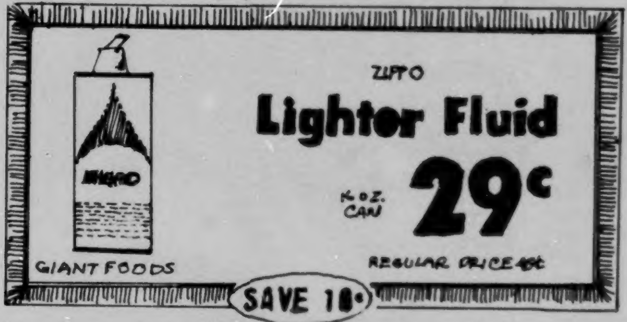
11.	A. ( )	B. ( )	C. ( )	D. ( )


SUPER MART FOODS
HAIR SPRAY
Only 39¢
WITH THIS COUPON
LIMIT ONE COUPON EXPIRES OCT. 1978

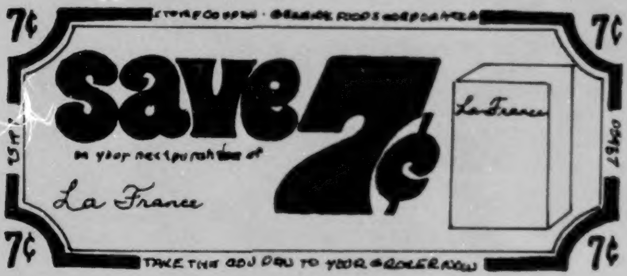
	EXPIRED	FOREIGN COUPON	DOESN'T MATCH	IT IS ACCEPTABLE
12.	A. ( )	B. ( )	C. ( )	D. ( )


5¢ STORE COUPON 5¢
Take this coupon to your grocer
WORTH 5¢
on your next purchase of
OAT FLAKES
EXPIRES DEC. 1980
BEST FOODS INC.
5¢ 5¢

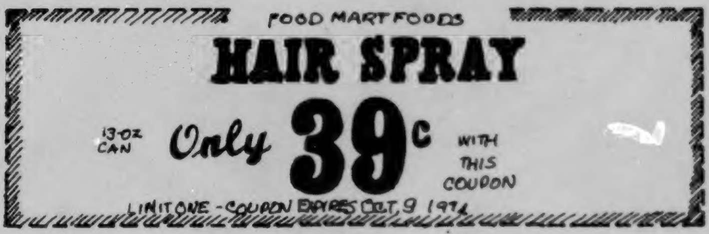
13.	A. ( )	B. ( )	C. ( )	D. ( )


ZIPPO
Lighter Fluid
16 OZ. CAN
29¢
REGULAR PRICE 49¢
GIANT FOODS
SAVE 18¢

14.	A. ( )	B. ( )	C. ( )	D. ( )

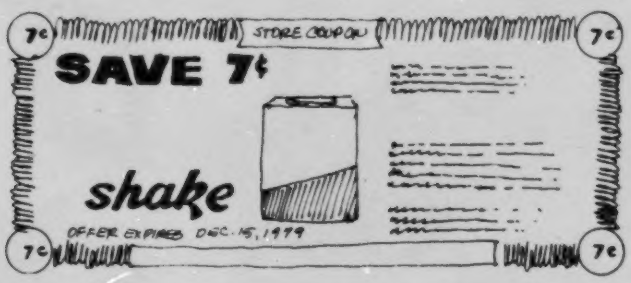

STORE COUPON · [illegible] FOODS INCORPORATED
7¢ 7¢
save 7¢
on your next purchase of
La France
7¢ 7¢
TAKE THIS COUPON TO YOUR GROCER NOW

15.	A. ( )	B. ( )	C. ( )	D. ( )

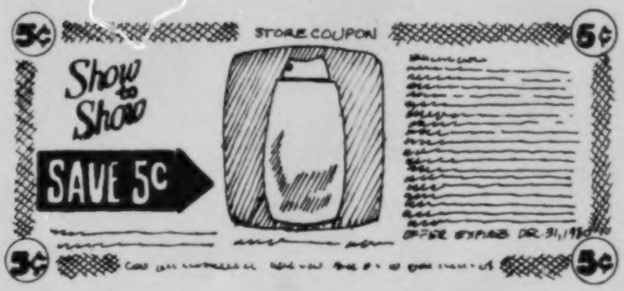

FOOD MART FOODS
HAIR SPRAY
13-OZ CAN Only 39¢ WITH THIS COUPON
LIMIT ONE - COUPON EXPIRES OCT. 9 1974

EXPIRED　FOREIGN COUPON　DOESN'T MATCH　IT IS ACCEPTABLE

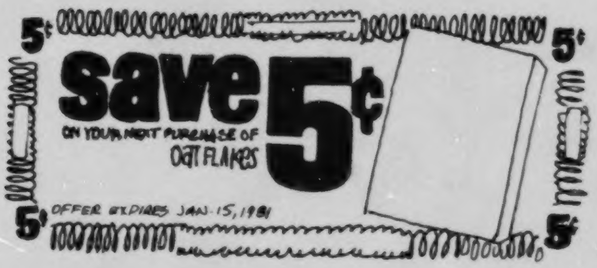
16. A. ( )　B. ( )　C. ( )　D. ( )


7¢
STORE COUPON
7¢
SAVE 7¢
shake
OFFER EXPIRES DEC. 15, 1979
7¢
7¢

17. A. ( )　B. ( )　C. ( )　D. ( )


5¢
STORE COUPON
5¢
Show to Show
SAVE 5¢
OFFER EXPIRES DEC. 31, 1980
5¢
5¢

18. A. ( )　B. ( )　C. ( )　D. ( )


5¢
5¢
save 5¢
ON YOUR NEXT PURCHASE OF
OAT FLAKES
OFFER EXPIRES JAN. 15, 1981
5¢
5¢

CASHIER-CHECKER

WEIGHING

TEST--PART 15

1. Point out the correct things for the cashier-checker to do when weighing produce by writing TRUE or FALSE in the blanks at the left.

   You should:

   _____ a. Know the names and selling price of all produce items.

   _____ b. Know how to use the scale correctly.

   _____ c. Know how much something weighs by feel.

   _____ d. Depend on your memory for the cost of produce.

   _____ e. Keep a correctly filled-out produce card where it can be easily seen.

   _____ f. Keep your scale clean.

   _____ g. Keep your hand on the corner of the scale when weighing.

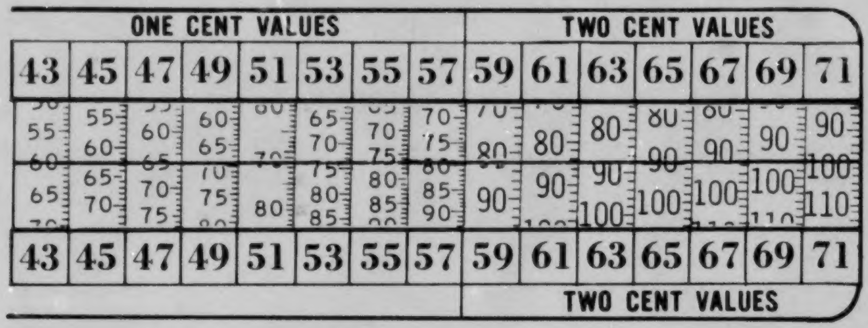
   _____ i. Keep the front end of scale tuned up.

   _____ j. Adjust the reading line to zero.

2. Write the rule for the reading line when the reading line is less than halfway between two marks.

3. Explain why the cashier-checker uses the scale.

4. Figure the cost of each of the following prices per pound (lb.) using the reading line below.


ONE CENT VALUES
TWO CENT VALUES
43 45 47 49 51 53 55 57 59 61 63 65 67 69 71
43 45 47 49 51 53 55 57 59 61 63 65 67 69 71
TWO CENT VALUES

a. $ .59 per lb.--charge__________

b. $ .61 per lb.--charge__________

c. $ .49 per lb.--charge__________

d. $ .69 per lb.--charge__________

e. $ .43 per lb.--charge__________

f. $ .55 per lb.--charge__________

g. $ .47 per lb.--charge__________

h. $ .61 per lb.--charge__________

CASHIER-CHECKER

TRADING STAMPS

TEST--PART 16

1. List the three types of trading stamps.

2. How many stamps do you issue for each 10¢? For less than 10¢?

3. List four items found in a grocery store that do not qualify for stamps.

   a.

   b.

   c.

   d.

4. Why are trading stamps given by some stores?

Section III

STOCK CLERK

DOT NO. 299.367-014

STOCK CLERK

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Progress Chart for

STOCK CLERK

D.O.T. #299.367-014

____
Name

____
School

		Date Completed
INFORMATION SHEET 1	INTRODUCTION TO STOCKING	
ASSIGNMENT SHEET 1	WHAT ARE THE BEST STOCKING METHODS?	
Test	Part 1	
OBJECTIVE	Point out the advantages and disadvantages of day and night stocking.	
INFORMATION SHEET 2	TERMS AND DEFINITIONS	
ASSIGNMENT SHEET 2	USING STOCKER TERMS	
ASSIGNMENT SHEET 3	PUZZLING WORDS	
Test	Part 2	
OBJECTIVE	Identify unsafe conditions which may exist in a grocery store	
INFORMATION SHEET 3	SAFETY	
ASSIGNMENT SHEET 4	JOB SAFETY	
Test	Part 3	
OBJECTIVE	Identify the correct safety practices and sanitation standards to be followed while working at the grocery store	
INFORMATION SHEET 4	RECEIVING AND MARKING	
ASSIGNMENT SHEET 5	SELECTING STOCKING RESPONSIBILITIES	
Test	Part 4	
OBJECTIVE	Identify the stocking equipment used in the grocery store	
INFORMATION SHEET 5	STOCKING DRY GROCERY ITEMS	
ASSIGNMENT SHEET 6	STOCKING DUTIES	
Test	Part 5	
OBJECTIVE	Point out the duties and general responsibilities of the stocker	
INFORMATION SHEET 6	STOCKING PRODUCE	
ASSIGNMENT SHEET 7	EXPLAIN PRODUCE STOCKING	
ASSIGNMENT SHEET 8	PRODUCE CARE	
Test	Part 6	
OBJECTIVE	Explain the procedures of stocking dry grocery goods	

		Date Completed
INFORMATION SHEET 7	STOCKING DAIRY PRODUCTS	
ASSIGNMENT SHEET 9	SELECT THE CORRECT PROCEDURES FOR STOCKING DAIRY PRODUCTS	
Test	Part 7	
OBJECTIVE	Point out the procedures of stocking dairy goods.	
INFORMATION SHEET 8	FROZEN FOODS	
ASSIGNMENT SHEET 10	STOCKING FROZEN FOODS	
Test	Part 8	
OBJECTIVE	Point out the procedures of stocking frozen foods.	
INFORMATION SHEET 9	NON-FOOD ITEMS	
ASSIGNMENT SHEET 11	STOCKING NON-FOOD ITEMS	
ASSIGNMENT SHEET 12	EXPLAIN STOCKING NON-FOOD ITEMS	
Test	Part 9	
OBJECTIVE	Point out the procedures of stocking non-food items.	
INFORMATION SHEET 10	DISPLAYS	
ASSIGNMENT SHEET 13	WHY DISPLAYS?	
ASSIGNMENT SHEET 14	DISPLAY DESIGN	
ASSIGNMENT SHEET 15	RECOGNIZING SPECIALS	
Test	Part 10	
OBJECTIVE	Identify the methods of creating a display that is pleasing to the eye	
INFORMATION SHEET 11	ORDERING MERCHANDISE	
ASSIGNMENT SHEET 16	MERCHANDISE ORDERING	
Test	Part 11	
OBJECTIVE	Point out the procedures of ordering stock for the store	
INFORMATION SHEET 12	HOUSEKEEPING AND MAINTENANCE	
ASSIGNMENT SHEET 17	WHEN IS MAINTENANCE AND HOUSEKEEPING DONE?	
Test	Part 12	
OBJECTIVE	Explain why housekeeping and maintenance are necessary.	

This student has completed the indicated training under my supervision

Instructor

STOCKER

SUGGESTED TEACHING PROCEDURES FOR THE COORDINATOR

I. Objective sheet

   A. Discuss each objective with the student.

   B. Explain the relationship of each objective to the student's training station.

   C. Have the student complete the objectives in the most logical sequence for the training station.

      (NOTE: A change of sequence is necessary only if a student changes jobs during the year or an employer requests training in a specific area).

   D. Add any objectives necessary for the training station.

II. Answers to assignment sheets

   A. Some of the assignment sheets will vary according to training and should be graded individually.

   B. Some assignment sheets will not have specifics but will depend on student participation.

III. Answers to the unit test

   A. Answers are based on total information covered in the unit.

   B. For convenience of grading, make corresponding answer sheets for additional test parts added.

IV. Information and corresponding assignment sheets

   A. INFORMATION SHEET 1--INTRODUCTION TO STOCKING

      1. This information sheet may be used to give an overview of stocking.

      2. Use ASSIGNMENT SHEET 1--WHAT ARE THE BEST STOCKING METHODS? to reinforce this area of information.

         a. Have the student's employer come to class and describe the method of stocking at that store.

         b. Have the student's employer explain why the store uses day or night stocking.

      3. Discuss the importance of stocked shelves.

B. INFORMATION SHEET 2--TERMS AND DEFINITIONS

1. This information may be used as a glossary.

2. Use the following assignment sheets to reinforce this area of information.

    a. ASSIGNMENT SHEET 2--USING STOCKING TERMS

    (NOTE: Have the student define the words provided).

    b. ASSIGNMENT SHEET 3--PUZZLING WORDS

    (NOTE: Have the student develop a crossword puzzle, using the words from the glossary).

C. INFORMATION SHEET 3--SAFETY

1. Use ASSIGNMENT SHEET 4--JOB SAFETY, to reinforce this information area.

    a. Have all of the students studying the stocker information form a committee and give an oral report on the safety training they received.

    b. Have this committee suggest what safety training should be taught in every training station.

2. Have the student discuss the cause of accidents at the training station where assigned.

3. Assist the student in contacting U. S. agencies for health and safety information.

D. INFORMATION SHEET 4--RECEIVING AND MARKING

1. Use professional publications to reinforce this information area.

2. Use ASSIGNMENT SHEET 5--SELECTING STOCKING RESPONSIBILITIES, to reinforce this area of information.

    a. Have the student answer these questions orally in class.

    b. Have the student bring in a copy of a price change list or cut out pictures of floor displays.

E. INFORMATION SHEET 5--STOCKING DRY GROCERY ITEMS

1. Use ASSIGNMENT SHEET 6--STOCKING DUTIES, to reinforce this information area.

        a. Have the student draw a flow chart of the store's stocking duties.

        b. Have the student give a demonstration of the tray-packing method.

    2. Have the student show other stocking methods learned at the training station.

F. INFORMATION SHEET 6--STOCKING PRODUCE

    1. Use the following assignment sheets to reinforce this area of information.

        a. Explain ASSIGNMENT SHEET 7--PRODUCE STOCKING

            (1) Have the student draw a poster of what fruits and vegetables may be found in the produce case.

            (2) Have the student explain to the class the procedure of stocking produce.

        b. ASSIGNMENT SHEET 8--PRODUCE CARE

    2. Take the class to a local grocery store to observe the produce manager stocking the produce case.

G. INFORMATION SHEET 7--STOCKING DAIRY PRODUCTS

    1. Show the film listed in the reference list

    2. Have the student complete ASSIGNMENT SHEET 9--SELECT THE CORRECT PROCEDURES FOR STOCKING DAIRY PRODUCTS to reinforce this area of information.

        a. Have the student explain to the class how freshness is maintained in the produce section of the store.

        b. Have the student explain how prices are determined for produce.

    3. Have student bring a copy of a produce order sheet to class.

    4. Have student list other responsibilities of the produce stocker.

H. INFORMATION SHEET 8--FROZEN FOODS

    1. Use ASSIGNMENT SHEET 10--STOCKING FROZEN FOODS to reinforce this area of information.

        a. Have the student make a rough drawing of the frozen food display at the training station.

b. Have several students form a committee and explain to the class the key to maintaining frozen food quality.

c. Have the student explain what problems might be encountered when trying to determine what stock to order.

2. Have the student participate in any classroom discussion that deals with the work station.

I. INFORMATION SHEET 9--NON FOOD ITEMS

1. Have the class discuss non-food items that may be bought in a grocery store.

2. Use the following assignment sheets to reinforce this information area.

    a. ASSIGNMENT SHEET 11--STOCKING NON-FOOD ITEMS

        (1) Using the map provided, have the student mark areas where non-food items might be sold.

        (2) Have the student make a map of the training station and show the difficult areas of the store.

    b. ASSIGNMENT SHEET 12--EXPLAIN NON-FOOD ITEM SALES

        (1) Have the student explain which non-food items make the highest margin of profit.

        (2) Have the student bring pictures of non-food items to class.

J. INFORMATION SHEET 10--DISPLAYS

1. Supply the student with cardboard boxes of different sizes to use in completing the following assignment sheets.

2. Use the following assignment sheets to reinforce this area of information.

    a. ASSIGNMENT SHEET 13--WHY DISPLAY?

        (1) Have the student prepare a floor display, using the boxes provided.

        (2) Have the student bring pictures of different displays to show the class.

- b. ASSIGNMENT SHEET 14--DISPLAY DESIGN
  - (1) Have the student report to the class on how many different types of displays are used at the training station where assigned.
  - (2) Have the student tell where floor displays are usually placed, and why.
  - (3) Have the student prepare a Thanksgiving display.
  - (4) Have the student prepare an Easter display.
- c. ASSIGNMENT SHEET 15--RECOGNIZING SPECIALS
  - (1) Have the student explain how specials are decided.
  - (2) Have the student explain how the specials promote other sales.

K. INFORMATION SHEET 11--ORDERING MERCHANDISE

- 1. Take the class to a local grocery store to observe the management ordering products.
- 2. Use ASSIGNMENT SHEET 16--MERCHANDISE ORDERING to reinforce this area of information.
  - a. Have the student ask one of the store suppliers to come to class and describe ordering processes.
  - b. Have the student ask the employer to come to class and describe the methods used in ordering.

L. INFORMATION SHEET 12--HOUSEKEEPING AND MAINTENANCE

- 1. Use ASSIGNMENT SHEET 17--WHEN IS MAINTENANCE AND HOUSEKEEPING DONE? to reinforce this area of information.
  - a. Have the student write down all the different types of maintenance methods used.
  - b. Have each member of the class give a demonstration of the maintenance procedure performed at the training station.
- 2. Have the student discuss why housekeeping is important.

V. Unit Test

A. The unit test is divided into eleven parts.

- 1. Each part covers one information sheet.
- 2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

- 1. Give each part of the test after the student has completed the information in one information area or sheet.
- 2. Give the entire test upon completion of the study guide and assignments.
- 3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any information areas of sheets added to the study guide.

VI. References

A. Burbrink, Pauline W. Modern Supermarket Operation. The University of Texas, Distributive Education Dept., Austin, 1969.

B. Hatchett, Melvin S. Food Service. The University of Texas, Distributive Education Dept., Austin, 1970.

C. How to Keep Customers Buying in a Self Service Store. The National Cash Register Company, Dayton.

D. The Label Tells the Story. Grocery Manufacturers of America, Inc., 205 East 42nd Street, New York.

E. Courtesy. Ideal Food Stores, division of Allied Supermarkets, Liberal, Kansas.

F. Handling Coupons, An Instructional Course for Cash Register Operators. Ideal Food Stores, division of Allied Supermarkets, Liberal.

G. Handling Food Stamps, An Instructional Course for Cash Register Operators. Ideal Food Store division of Allied Supermarkets, Liberal.

H. Weigh It, Instruction Course for Front-End Weighing. Ideal Food Stores, division of Allied Supermarkets, Liberal.

I. Dyer, Lee W. Merchandise In Action. The University of Texas, Instructional Materials Center, Center of Extension, Austin, 1972.

J. Luter, Robert R. Front End Operations. The University of Texas, Instructional Materials Center, Austin, 1977.

K. Eye Gate Media 1979. H550B-Supermarket Manager, 146-01 Archer Avenue, Jamaica, New York.

L. NCR Checker Training Programmed Instruction Course. Volumes 1-6, National Cash Register Co., Dayton, 1970.

M. Luter, Robert R. Grocery Merchandising. The University of Texas, Instructional Materials Center, Austin, 1977.

N. Pointers on Perishables. Progressive Grocer Co., 708 Third Avenue, New York. Available through the Instructional Materials Center, The University of Texas at Austin, 1976.

O. Reeves, Jo Ann. Meat Merchandising. The University of Texas, Instructional Materials Center, Austin, 1977.

P. Reeves, Jo Ann. Produce Merchandising. The University of Texas, Instructional Materials Center, Austin, 1977.

STOCKER

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1

A. Evaluated to the satisfaction of the instructor

B. Advantages

1. The shelves are fully stocked when the store opens
2. Night deliveries are possible
3. Less time is wasted for cleanup

Disadvantages

1. It leaves a small crew to work during the day
2. It is easier for people to steal with a small crew working
3. The store has to pay for extra supervisory help
4. Utility bills are higher

C. Evaluated to the satisfaction of the instructor

Assignment Sheet 2

Evaluated to the satisfaction of the teacher

Assignment Sheet 3

Around

1. Merchandise
3. Perishables
6. Wholesale
8. Inventory
11. Department

Spokes

1. Money
2. Dented
4. Invoice
5. Sackers
7. Specials
9. Non-food
10. Rotation
12. Register

Assignment Sheets 4-17

Evaluated to the satisfaction of the instructor

STOCKER

ANSWERS TO UNIT TEST

Part 1

1. a. Stockers can help check, bag, and carry out

   b. The store will use one less supervisor and leave one or two extra people to bag and carry out

   c. Fast-moving items can be stocked during the day to eliminate empty shelves

2. a. The shelves are fully stocked when the store opens

   b. Night deliveries are possible

   c. Less time is wasted for cleanup

3. a. true

   b. true

   c. false

   d. false

   e. true

   f. true

   g. false

   h. true

   i. true

   j. false

Part 2

1. a. true

   b. false

   c. true

   d. true

   e. false

   f. true

   g. false

   h. true

   i. true

   j. true

2. a. advertised specials

   b. customer

   c. display

   d. wholesale

   e. retail

   f. pilferage

   g. prevention

   h. rotation

   i. dairy products

Part 3

1. a. true
b. false
c. true
d. false
e. true
f. false
g. true
h. true

2. a. 1
b. 1
c. 2
d. 2
e. 1
f. 2

3. a. ✓
b. ✓
c.
d.
e. ✓
f. ✓
g. ✓
h.

Part 4

1. a.
b. ✓
c.
d. ✓
e. ✓
f. ✓

2. a.
b. ✓
c. ✓
d. ✓
e. ✓
f.
g.
h. ✓
i.
j.

Part 5

1. a. 2
b. 2
c. 3
d. 2
e. 2

2. a. ✓
   b. ✓
   c.
   d. ✓
   e. ✓
   f.

Part 6

1. a. T
   b. T
   c. T
   d. F
   e. F
   f. T
   g. T
   h. T
   i. T
   j. T
2. a. 1
   b. 4
   c. 1
   d. 4
   e. 2
3. a. ✓
   b. ✓
   c. ✓
   d. ✓
   e. ✓
   f. ✓
4. a.
   c.
   d.
   e.
   f.

Part 7

1. a. Ordering and inventory control

b. Stocking and pricing

c. Rotating stock

d. Housekeeping

2. a. ✓
   b.
   c.
   d. ✓
   e. ✓
   f.
   g. ✓
   h. ✓
   i. ✓
   j.
   k.
   l. ✓
   m. ✓
   n.

3. a. true
   b. false
   c. true
   d. true
   e. true
   f. false
   g. true
   h. true
   i. false
   j. true

Part 8

1. a. -10 -20
   b. 3 10
   c. spoil
   d. refrozen

2. a. true
   b. true
   c. true
   d. true
   e. false
   f. false
   g. false
   h. false
   i. false
   j. false

Part 9

1. a. false
   b. true
   c. true
   d. false
   e. true
   f. true
   g. false
   h. false
2. a. 2
   b. 2
   c. 2
   d. 3

Part 10

1. a. true
   b. false
   c. true
   d. true
   e. true
   f. false
   g. true
   h. true
2. a. ✓
   b. ✓
   c. ✓
   d. ✓
   e. ✓
   f.
   g.
   h.
3. a. multiple item display
   b. mass display
   c. jumble display
   d. special display
   e. shopping cart display

Part 11

1. stocker
2. electronic scanner
3. weekly
4. order
5. advertised specials
6. the back room
7. three weeks
8. holidays
9. larger supply
10. twelve cases

Part 12

1. a. true
   b. true
   c. false
   d. false
   e. true
   f. false
   g. false
   h. false
2. a. Weekly
   b. Weekly
   c. Daily
   d. Monthly
   e. Monthly
   f. Weekly
   g. Daily
   h. Weekly
   i. Daily
   j. Weekly
   k. Daily
   l. Daily
   m. Weekly
   n. Daily

STOCK CLERK, SELF-SERVICE STORE

DOT NO. 299.367-014

Job Description

The stock clerk will perform any combination of the following duties in a self-service store:

1. Marks order form to order merchandise based on available shelf space, merchandise on hand, customer demand, or advertised specials
2. Periodically counts merchandise to take inventory or examines shelves to identify which items need to be reordered or replenished
3. Unpacks cartons and crates of merchandise, checking invoice against items received
4. Stamps or attaches prices on merchandise or changes price tags, referring to pricelist
5. Stocks shelves with new or transferred merchandise
6. Sets up advertising signs and displays merchandise on shelves, counters, or tables to attract customers and promote sales
7. Cleans display cases, shelves, and aisles
8. Itemizes and totals customer's selection at checkout counter, using cash register, and makes change or charges purchases
9. Packs customer's purchases in bags or cartons
10. Carries packages to customer's automobile

Alternate Titles

Baked goods stock clerk

Delicatessen-goods stock clerk

Grocery-goods stock clerk

Liquor-store stock clerk

Meat stock clerk

Pharmacy stock clerk

Produce stock clerk

Supermarket stock clerk

STOCKER

STUDY GUIDE OBJECTIVE

After completion of the study guide, the student will be able to use the correct terminology and safety rules in performing the procedures and responsibilities required of a stocker in a grocery store. The knowledge will be evidenced through demonstration and by satisfactorily completing the study guide test.

SPECIFIC OBJECTIVES

After completion of this unit, the student will be able to:

1. Point out the advantages and disadvantages of day and night stocking
2. Identify unsafe conditions which may exist in a grocery store
3. Identify the correct safety practices and sanitation standards to be followed while working at the grocery store
4. Identify the stocking equipment used in the grocery store
5. Point out the duties and general responsibilities of the stocker
6. Explain the procedures of stocking dry grocery goods
7. Point out the procedures of stocking dairy goods
8. Point out the procedures of stocking frozen foods
9. Point out the procedures of stocking non-food items
10. Identify the methods of creating a display that is pleasing to the eye
11. Point out the procedures of ordering stock for the store
12. Explain why housekeeping and maintenance are necessary

STOCKER

STUDY GUIDE OBJECTIVE

After completion of the study guide, the student will be able to use the correct terminology and safety rules in performing the procedures and responsibilities required of a stocker in a grocery store. The knowledge will be evidenced through demonstration and by satisfactorily completing the study guide test.

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12. Explain why housekeeping and maintenance are necessary

STOCKER

INFORMATION SHEET 1--INTRODUCTION TO STOCKING

The importance of stocked shelves cannot be stressed enough. It has been proven that sales can increase as much as 25% if shelves are kept fully stocked and merchandise is properly displayed.

Although most of your time as a stocker is spent moving and marking stock, arranging displays, and cleaning, you should become very familiar with the operation of the store and the products the store sells. Many times each day you will be asked by a customer where a certain item is located, what brands the store handles, and which brand is "on sale."

As a stocker, you should be prepared to learn the following things about your training station:

*The location of all merchandise in the store--the aisle, the section, and the shelf.

*The sections of the store where certain types of products are shelved--canned vegetables, frozen foods, fruits, etc.

*The brand names of merchandise handled by the store--e.g., Birds Eye, Nabisco, Del Monte, Libbys, Quaker, or Bordens.

*The available sizes of each item.

*The specials advertised and their location in the store.

*The prices of items that do not have the price stamped on the container.

*The quality of different brands of the same item that are closely priced.

*The location of the ingredients list of an item on the label.

*The location of the unit price for the different sizes of an item.

These are just a few of the many things that a stocker will need to know as you begin your job. Many store policies, methods of displaying, stock control, and times for stocking must be learned as the stocker becomes acquainted with the store. Some of these things you will have to decide on your own and your decisions can affect overall sales. When you restock, the amount of merchandise you stock, the type of display used, the length of time a display is left up, the amount of stock ordered, and many other things must be carefully considered by the stocker. Since many stores are open from 16 to 24 hours a day, stocking can be handled at various times. Some things you may consider are discussed on the next page.

Listed below are some advantages and disadvantages of day and night stocking that will help you decide the best times for stocking.

Day stocking is used by most stores.

A. Advantages

1. Stockers can help with checking, bagging, and carryout when needed.
2. Stockers provide customer assistance in locating items.
3. The store requires fewer supervisors during the day to keep tract of empty shelves.

B. Disadvantages

1. Stocking procedures often interfere with customer shopping.
2. Stockers are often asked questions or stopped to carry on lengthy conversations.

Night stocking

A. Advantages

1. The shelves are fully stocked when the store opens.
2. Stockers can help unload truck deliveries which are often made at night.
3. Less time is wasted for stocking and clean-up because you don't have to worry about customers moving down the aisles, and all the empty boxes can be removed at once

B. Disadvantages

1. When part of the store's employees are working at night, there are fewer employees to assist the customers during the day.
2. With fewer stockers around during the day, theft becomes easier in the store.
3. Utility bills are higher because of the lighting required at night.

ASSIGNMENT SHEET 1--WHAT ARE THE BEST STOCKING METHODS?

A. Explain how the stocking is done at your work station.

B. Explain the advantages and disadvantages of night stocking.

C. What are your general responsibilities at your training station?

INFORMATION SHEET 2--TERMS AND DEFINITIONS

A. Advertised Specials--Merchandise that has been advertised in newspapers, on store signs, or in circulars, listing the sale prices.

B. Cleanliness--Keeping shelves, floors, work areas, and merchandise free from dust and dirt.

C. Customer--A person who purchases merchandise or services.

D. Customer Demand--A request from the customer for an item.

E. Dairy Products--Milk, butter, eggs, milk products, cheese, and ice cream.

F. Dented Merchandise--Cans that have been bent or damaged.

G. Department--A large section in a food store.

H. Display--An eye-catching arrangement that shows merchandise.

I. Facing Merchandise--Moving merchandise forward and stacking in such a manner as to give a full appearance.

J. Inventory--The quantity of goods or materials on hand.

K. Merchandising--Promoting the sales of products by using advertising and displays.

L. Non-food Merchandise--Drug items, paper goods, foil, matches, light bulbs, picnic supplies, or kitchen supplies.

M. Perishables--Merchandies that will spoil, such as butter, eggs, milk, fruit, and vegetables.

N. Pilferage--Theft in small amounts.

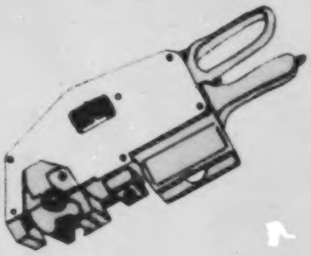
O. Prevention--A precaution taken to keep an accident from happening.

P. Price-marking--The marking of each grocery item with the correct price to avoid confusions for the customer or checker.

(NOTE: This is usually done with a tape stamper.)

Q. Produce--Fresh fruits and vegetables.

R. Productivity--The total output of goods or services.



PRICE STAMPER

S. Retail--Selling in small quantities directly to the customer.

T. Rotation--Placing old stock to the front of the shelf as new stock is shelved.

(NOTE: This helps keep merchandise fresh.)

U. Swells--Cans with spoiled contents which cause the ends of the can to bulge.

V. Tray Pack--A cardboard box that has been cut to about two inches in height to make a tray for canned goods.

W. Wholesale--Selling in large quantities for resale. Stores buy the merchandise from distributors at wholesale prices and then sell it to the customer at retail prices.

ASSIGNMENT SHEET 2--USING STOCKER TERMS

A. Directions: Write sentences using each of the following words. You may use a singular or plural form of any word.

1. Swells: (example) The stocker can assume the contents of canned goods are spoiled when the can has swells on the ends.
2. Produce
3. Dairy products
4. Facing merchandise
5. Tray pack
6. Cleanliness
7. Prevention
8. Perishables
9. Inventory
10. Pilferage
11. Retail
12. Wholesale
13. Display
14. Customer
15. Merchandising
16. Rotation

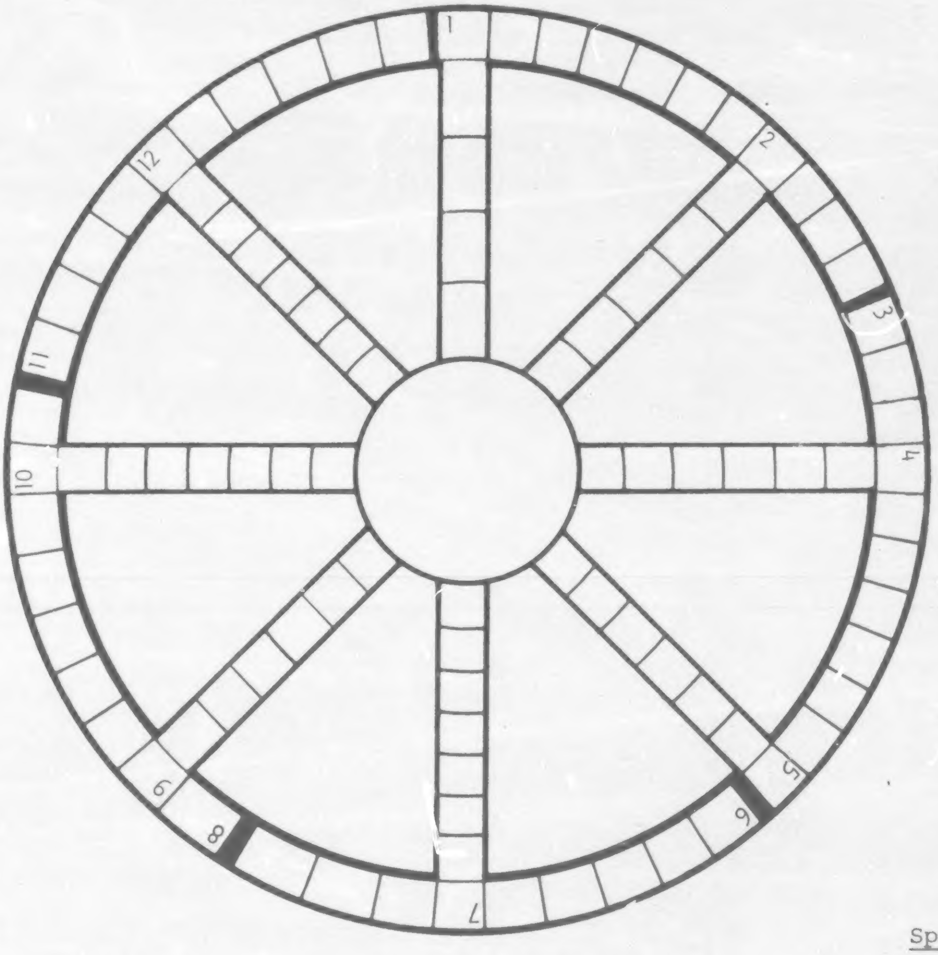
B. Directions: Write the meaning of each of the following words as they apply to your training station. Use a dictionary or ask other employees what the words mean if you need help.

1. advertised specials
2. cold line
3. food decay
4. discounted
5. distributor
6. expiration date
7. inventory
8. merchandise
9. out-of-date items
10. out-of-stock items

STOCKER

ASSIGNMENT SHEET 3--PUZZLING WORDS

Directions: Fill in the spaces in the spoked wheel below, using words commonly used in the food store. Use your information sheet for help.



Around	Spokes
1. What is bought in the food store	1. What you pay the grocery bill with
3. Goods that may spoil	2. When a can is dropped and becomes bent, it is _______.
6. The grocery store buys food at _________ prices.	4. The sheet the stocker would sign when receiving shipped goods
8. Counting everything in the store	5. The people that sack the groceries
11. A section or part of a store	7. Discounted prices on products
	9. Merchandise such as matches, paper goods, or light bulbs
	10. Placing old stock in front of new stock
	11. The machine that money is put into

STOCKER

INFORMATION SHEET 3--SAFETY

I. Individuals making mistakes are usually the cause of accidents. It has been found that:

SHOP 'N SAVE AT

A. 80% of a store's accidents could be avoided if people were more safety-conscious.

B. 88% of on-the-job accidents are due to human failure.

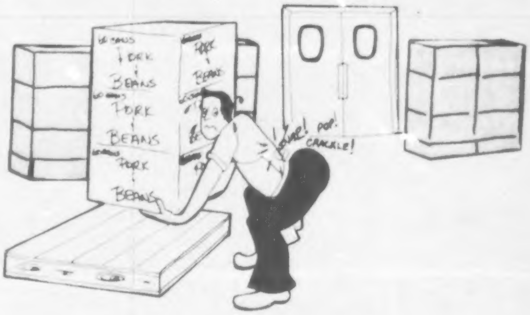
C. 10% of accidents are caused by unsafe working conditions.

D. 2% of accidents are caused by unforeseen events, such as mechanical failure.

E. Usually, the safe way to do a job is the easiest way.

II. Rules for handling heavy boxes

A. Lift with your legs, not with your back.



B. Always get help to lift heavier items to avoid putting a strain on your back.

C. Be careful when handling boxes that contain glass items.

D. Use a cart or dolly to move more than one box.

III. Rules for lifting

A. Stand with your feet 8 to 10 inches apart to obtain good footing.

B. Bend your knees instead of bending at the waist to pick up a box.

C. Use both hands and get a good grip on the box.

D. Lift the box slowly, using your legs rather than your back muscles.

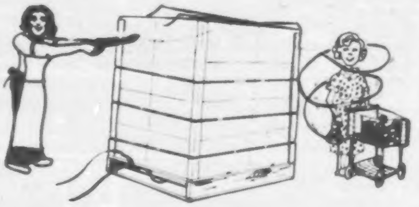
E. Do not twist your body when lifting.

CAUTION: Always get help if a box is big or heavy.

IV. Unpacking merchandise

A. Use wire cutters or tin snips to cut the metal bands on boxes.

CAUTION: Do not hold the packing bands or allow anyone to be in front of the box when the bands are cut.



B. Cut away from the body when using a razor blade knife to open boxes.

(NOTE: Do not cut into the contents of the box.)

C. After unpacking, take the cut metal bands and empty boxes to the trash or box crusher to prevent someone from tripping over them.

CAUTION: Make sure boxes are empty and your hands are out of the way when you use the box crusher.

V. Preventing accidents while moving merchandise.

A. Walk, don't run.

B. Carry only what you can easily handle.

C. Keep aisles, doorways, exits, and all other passage ways clear of hand carts, grocery carts, baskets, and cleaning equipment.

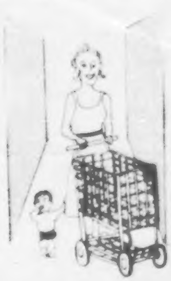
D. Sweep and keep aisles and work areas clear of trash, empty boxes, and cans that customers may leave lying around.

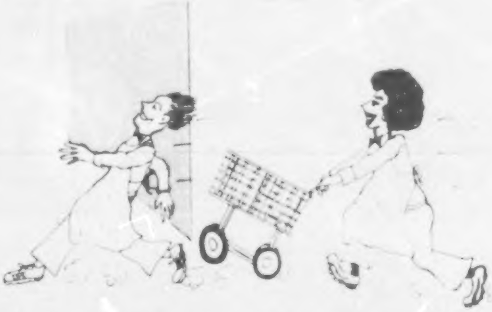
Hints on using grocery carts

A. Load a cart no higher than shoulder level so you will be able to see where you are going.

B. Push the grocery cart (don't pull it) so you can see in front of you and will not run into other people or objects.

C. Keep both hands on the handle of the cart to avoid bumping your hands on the door or rails.





D. Slow down when pushing the cart around corners and through doorways.

STOCKER

ASSIGNMENT SHEET 4--JOB SAFETY

A. Write a description of the safety training you have received at your work station.

B. Describe the safety training that should be included at a food distribution center.

C. In what areas in the grocery store is more safety precaution or safety awareness training needed than is now given.

STOCKER

INFORMATION SHEET 4--RECEIVING AND MARKING

I. Receiving duties

A. Unloading trucks and checking merchandise for your section to see if items ordered were received

(NOTE: Most stores today order by store section to provide a better control of stock-on-hand.)

1. All merchandise should be checked and any damages or shortages recorded

2. After merchandise is checked, it is either taken into the store for selling or stocked in the back room

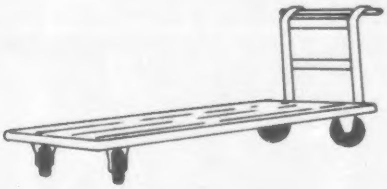
(NOTE: Usually the faster selling items are ordered in larger quantities and may have to be stocked in the back room.)

B. Entering stock into inventory so that old stock will be sold first

1. Stock should be accurately recorded into inventory so that merchandise may be reordered when the "Stock On Hand" sheet shows stock is needed

2. If the inventory is not kept up-to-date, stock may pile up in the back room and the expiration date could be reached before the merchandise is sold

C. Moving of stock in the store



1. As new stock is unloaded in the back room, the older stock should be moved forward or to the selling floor

2. A four-wheeled dolly is usually used to transport the boxes to the displays or from the truck to the back room storage area

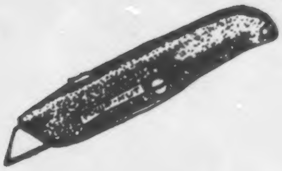
II. Marking duties

A. Opening boxes and preparing for price marking

1. Some stores open and price-mark merchandise in the back room, while others move the merchandise to the selling floor before opening and pricing

2. Open all boxes with a razor knife.

   CAUTION: Cut away from yourself and be careful not to cut into the contents of the box .



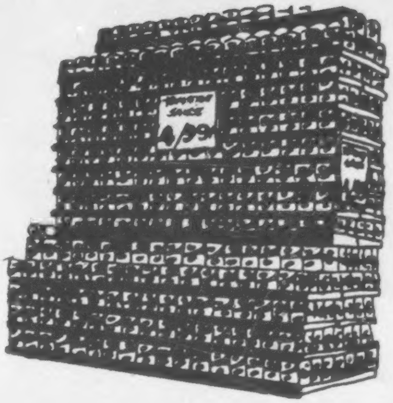
B. Stocking displays and shelves

1. All merchandise should be price-marked before it is placed on the shelves.

2. Older merchandise should either have the prices changed or should be moved to the front so that it sells first.

3. Check your store's policy concerning updating old prices that have increased.

4. Stack all merchandise neatly with the labels facing out.



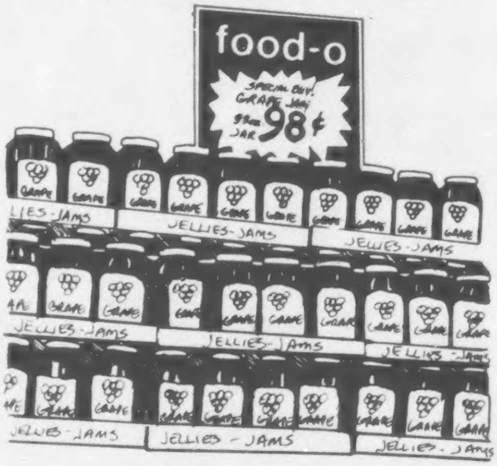
5. Report any out-of-stock items or low inventory items.

C. Placing advertising, specials, and price signs

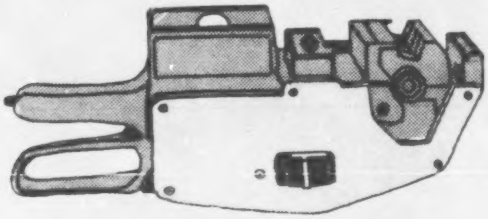
1. Make sure signs are placed on the correct shelves and neatly arranged.

2. Check pricing signs to see if they are the same as the prices of the goods on the shelf.

3. Check to see that all advertised specials are posted on the displays.

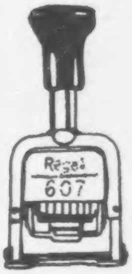


D. Using different marking and labeling equipment



1. Most stores are using gummed label guns. The figures on these gummed labels will not smear which makes it easier for the cashier-checker to read the prices. Also, the labels can be taken off or labeled over if a price changes

2. Many rubber stamp markers are still used to mark many food containers. These work well on paper boxes, cans, and jar tops, but will smear if not handled carefully. A stocker must use a gummed label to cover this rubber stamp mark if prices change.



STOCKER

ASSIGNMENT SHEET 5--SELECTING STOCKING RESPONSIBILITIES

Directions: Answer the following questions as they relate to your training station.

A. What items must be restocked daily?

1.
2.
3.
4.
5.
6.
7.
8.

B. What items must be restocked weekly?

1.
2.
3.
4.
5.
6.
7.
8.

C. How do you find out the price to mark on different items?

D. When are price changes made on merchandise?

E. What types of items are best displayed on the:

1. Floor?
2. Shelves?

F. Which sales displays seem to work best in selling products at your store? Why?

G. How does the stocker in a store determine what and how often to reorder?

H. What information is placed on each item when marked for shelving?

STOCKER

INFORMATION SHEET 5--STOCKING DRY GROCERY ITEMS

Stores use many different methods of displaying and shelving dry goods. Each store has a different method of pricing and marking these goods. You will need to learn the methods used on your training station and apply some of the following procedures that are used in most stores.

I. Stock preparation

A. The boxes of merchandise should be brought from the back room as the supplies on the shelf are sold. Some stores open the boxes and price-mark the contents in the back room before they are brought to the selling floor for shelving. Some stores mark the merchandise as it is shelved.

B. The boxes should be opened with a razor knife.

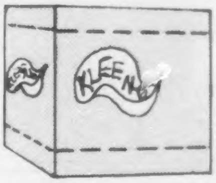
CAUTION: Do not cut the contents or yourself as you cut along the box.

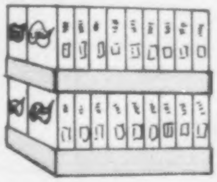
C. Each item should be clearly price-marked before it is shelved. If an item is not marked, the customer is confused and the cashier-checker is slowed during checking. The cashier-checker must request the sacker or stocker to go to the shelf and check the price of unmarked items.

D. The price should be located in the same place on every item. This will allow the checker to quickly find the price.

E. One method of displaying dry goods is the "Tray Pack Method." This method will allow the cans or boxes to be safely stacked fairly high on the shelf or floor displays.

1. Cut the box about two inches from the top and bottom, to make two trays.





2. Remove the top section and fill it with the top layer of cans or boxes so that both trays can be marked at the same time.

3. Stack the trays on the shelf, or in the correct location for a floor display.

II. Shelving stock

A. Stock should be neatly arranged on shelves with all labels facing the same direction.

B. If only a few cans are needed to complete a shelf, DO NOT open a full case to fill the shelf.

C. Extra boxes or cases should be returned to the storage area.

D. Empty boxes should be placed in a neat stack out of the customer's way and returned to the back room when you return for other merchandise.

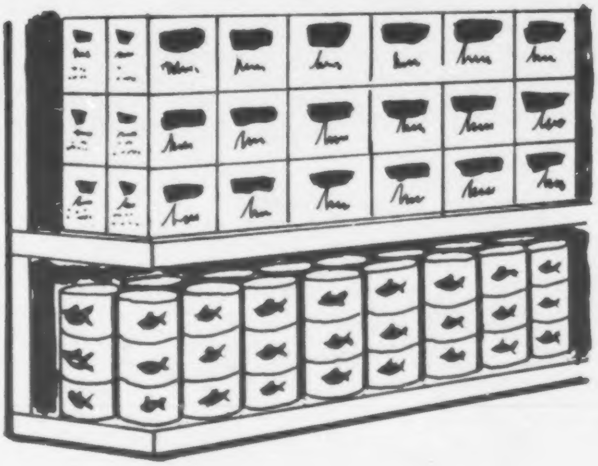
E. All merchandise should be straightened when unloading the stock is completed.

F. Make sure all dented cans or damaged merchandise are removed from the shelf.

III. Facing the shelves

A. "Facing" is the term which means to arrange the merchandise on the shelf to provide a full appearance.

B. Goods in each section of shelves are stacked about three layers in height, and two cans or boxes deep. Be sure to leave enough space above the cans for the customer to remove the items!



(NOTE: This arrangement gives the shelf a full appearance which adds to the appearance of the store.)

STOCKER

ASSIGNMENT SHEET 6--STOCKING DUTIES

Directions: Fill out all four columns with the stocking duties required on your training station. Have your employer check the list for accuracy and turn it in to your teacher.

Stocking Duties (Before Store Opens)	Stocking Duties (During Store Hours)	Stocking Duties (After Store Hours)	Stocking Duties (Different times during the week)

Stocking Duties (Before Store Opens)	Stocking Duties (During Store Hours)	Stocking Duties (After Store Hours)	Stocking Duties (Different times during the week)

INFORMATION SHEET 6--STOCKING PRODUCE

I. In some supermarkets, one person is assigned the following responsibilities on the produce section:

A. Ordering and inventory control.

B. Stocking and pricing.

C. Rotating stock.

D. Housekeeping

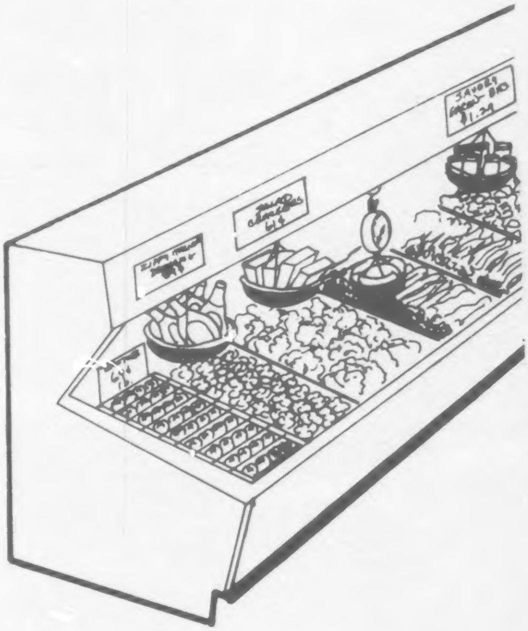
II. Produce sections are stocked with:

A. Fruits

EXAMPLES: Peaches, oranges, apples, grapes, and pears.

B. Vegetables

EXAMPLES: Turnip greens, lettuce, tomatoes, onions, and okra.



III. Stocking produce

A. The produce comes to the store by refrigerated truck and is then loaded. Since produce spoils easily, it is very important that the produce be moved to the display or the refrigeration room as quickly as possible.

B. The produce is uncrated, rinsed, trimmed, and priced.

C. After pricing, the produce is put in the proper place in the produce case.

D. Produce should be stocked throughout the day as the produce is sold.

E. At the end of the day, the produce case is restocked and the produce is sprayed with water to prevent it from drying out overnight.

(NOTE: Usually the produce manager will cover the produce with plastic sheets after spraying.)

F. Any produce that is left in the crates is kept in a refrigerated room

(NOTE: The temperature range should be kept around 35°F to 38°F with zero humidity.)

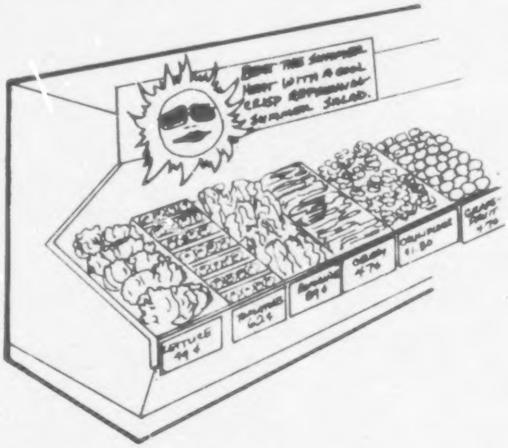
IV. Hints on stocking a produce case

A. Prices should be checked from pricing sheet as the produce is stocked. The prices of produce will often change as new produce is received, so the produce prices may need to be changed often.

B. Produce should be fully stocked in the case, but not overstocked.

(NOTE: Overloading the case with produce will cause the produce to fall to the floor.)

C. Make sure that plenty of plastic or paper bags are handy for the customer to use.


BEAT THE SUMMER HEAT WITH A COOL CRISP REFRESHING SUMMER SALAD.
LETTUCE 49¢

D. Keep the display clean and neat in appearance.

E. Clean up any mess as soon as possible.

F. Stock produce in various arrangements to provide contrast to the display.

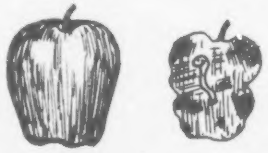
(NOTE: This will cause the customer to look at all of the produce and perhaps buy other items on an impulse.)

V. Things the customer looks for in the produce display

A. Cleanliness

B. Freshness of the produce

C. Quality produce for the money

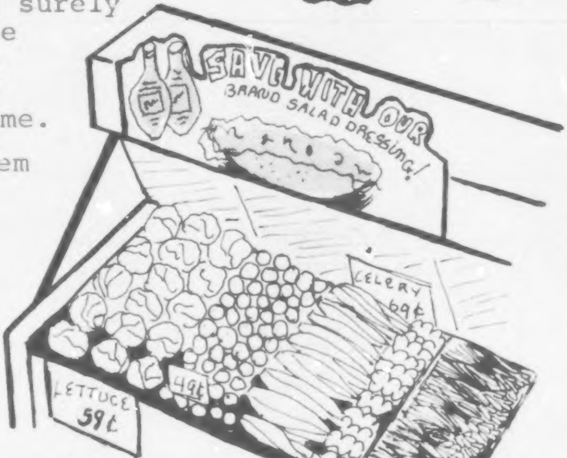


EXAMPLE: The customer would surely select a large nice apple over a small bruised one if the prices were the same.

D. A large selection of each item to choose from.

E. Attractive and cleverly arranged displays that can be shopped over by the customer without upsetting the merchandise.

F. Easily understood price tags or markers.



VI. Care of Produce

A. Importance of handling

1. Most fruits and vegetables will turn brown or start to decay if bruised.

2. Produce with bruised spots does not sell easily, and will have to be marked down in price which means a loss for the store.

3. Spoiled or bruised items should be removed as the produce case is stocked.

4. Produce already in the case should be moved to the top and front as more fruits and vegetables are placed in the case.

B. Importance of proper storage

1. Proper storage is a must if the produce is to be kept fresh and attractive to the customer.

2. Cases that are not taken to the display area should be handled carefully to prevent damaging produce while in the storage area.

3. Boxes and crates that must be stacked in storage should be placed to prevent mashing the contents.

4. Bags and boxes should be placed on wooden pallets or platforms instead of on the damp floor of the storage area.

C. Importance of type of storage

1. Dry and unrefrigerated storage is needed for items like onions, potatoes, and bananas.

2. Cool storage is needed for most produce items, however, and this includes sprinkling during the day.

(NOTE: Most produce cases have spray hoses located along the storage area.)

a. Spraying often during the day and just before closing at night will help keep produce from wilting.

b. Spray the crated produce in the storage area as needed to keep it fresh.

ASSIGNMENT SHEET 7--EXPLAIN PRODUCE STOCKING

Directions: Complete each of the following in the spaces provided below:

A. Draw the produce section at your training station. Label each fruit or vegetable that is displayed. Show where bags are kept.

B. Describe the process that is used to stock the produce section in your store.

ASSIGNMENT SHEET 8--PRODUCE CARE

Directions: On the chart below, fill in the information requested as it applies to your store. Write "Room" in the temperature column for the produce that can be stored at room temperature.

Produce sold at store	Place "√" by items sprayed with water	Place "√" by items refrigerated	Storage temperature required	Special care taken for produce item	Place "√" by items prewrapped
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
19.					
20.					
21.					

Produce sold at store	Place "√" by items sprayed with water	Place "√" by items refrigerated	Storage temperature required	Special care taken for produce item	Place "√" by items prewrapped
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					
31.					
32.					
33.					
34.					
35.					
36.					
37.					
38.					
39.					
40.					
41.					
42.					
43.					
44.					
45.					
46.					
47.					

STOCKER

INFORMATION SHEET 7--STOCKING DAIRY PRODUCTS

I. In some supermarkets, one person is assigned the following responsibilities in the dairy section:

   A. Ordering and inventory control

   B. Stocking and pricing

   C. Rotating stock

   D. Housekeeping

II. Dairy sections are stocked with:

   A. Milk

   B. Milk products

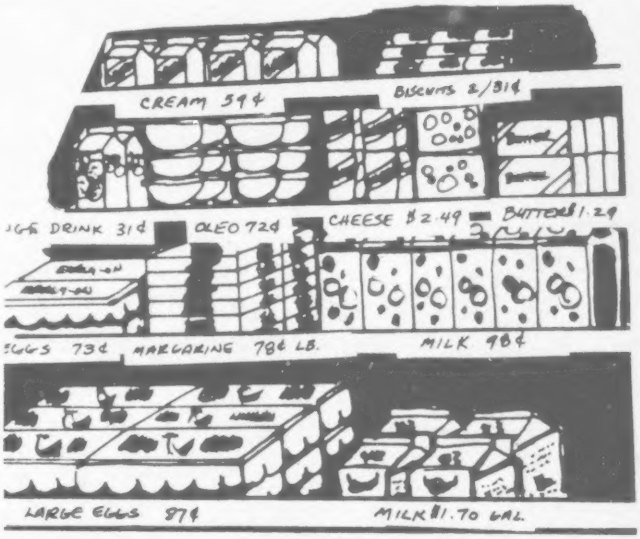
   C. Cheese

   D. Butter

   E. Eggs

   F. Biscuits, cookies, and ready-to-eat rolls

   G. Fruit drinks


CREAM 59¢
BISCUITS 2/31¢
DRINK 31¢
OLEO 72¢
CHEESE $2.49
BUTTER $1.29
EGGS 73¢
MARGARINE 78¢ LB.
MILK 98¢
LARGE EGGS 87¢
MILK $1.70 GAL.

III. Refrigeration rules for dairy products are:

   A. Dairy products must be refrigerated; therefore the temperature must be checked daily.

   B. Temperatures should range from 35°F-38°F with zero humidity.

   C. All dairy products are perishable, and are marked with an expiration date.

      (NOTE: When the expiration date is reached the item must be taken from the case and either sent back to the supplier or destroyed.)

   D. Older stock should be moved to the front of the shelf every day so the customer will pick up these items before the expiration date.

IV. Hints on stocking a dairy case:

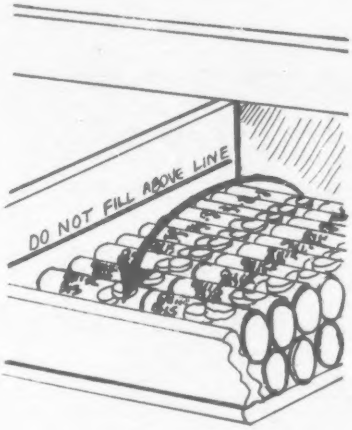
A. Mark each item clearly and in a place that can easily be seen.

B. Rotate the items forward as you stock the merchandise, being careful not to place items above the cold line marked on the dairy case.

(NOTE: This will keep all of the products in the 35°F-38°F temperature range.)

C. Clean any spills as you stock.

(NOTE: This may be done with a mild soap solution, and with baking soda once a week.)


DO NOT FILL ABOVE LINE

D. Make sure the labels and prices are in the right place for the customer to see.

E. Clean up any mess that was produced while stocking. Return any empty boxes to the back room.

F. Remove out-of-date products from the case.

G. Provide displays that go along with the seasons and holidays.

ASSIGNMENT SHEET 9--SELECT THE CORRECT PROCEDURES FOR STOCKING DAIRY PRODUCTS

Directions: Answer each of the following questions related to stocking the dairy case at your training station.

A. What stocking methods are used to assure the customer of fresh merchandise?

B. What precautions are taken to keep products at the correct temperature?

C. What products are stocked in the dairy case at your training station?

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

D. How does the stocker know what prices should be placed on the produce and where to place them?

E. What should be done with empty cartons or damaged products?

F. What are the other responsibilities of the person in charge of the dairy section at your training station?

INFORMATION SHEET 8--FROZEN FOODS

I. Types of frozen foods

   A. Vegetables

      1. Cartons or boxes

         Examples: Broccoli or spinach

      2. Packages or plastic bags

         Examples: Corn or beans

   B. Juices

   C. Frozen dinners and pizza

   D. Pies and Cakes

   E. Breads

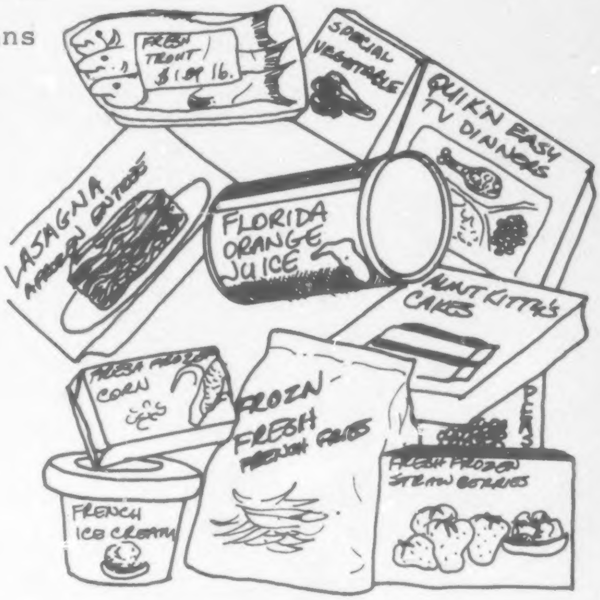
   F. Meats, fish and poultry

   G. Whipped toppings

   H. Ice cream

      1. Containers

      2. Bars


FRESH TROUT $1.59 lb.
SPECIAL VEGETABLE
QUIK'N EASY TV DINNERS
LASAGNA A FROZEN ENTREE
FLORIDA ORANGE JUICE
AUNT KITTY'S CAKES
FRESH FROZEN CORN
FROZN FRESH FRENCH FRIES
FRESH FROZEN STRAWBERRIES
FRENCH ICE CREAM

II. Close temperature controls required for frozen foods

   A. Frozen foods items must be kept at a temperature between -10°F and -20°F.

   B. At these temperatures, the average shelf-life is between 3 and 10 months.

   C. If the temperature is allowed to rise to 0°F - 5°F, bacteria will begin to grow and the product will spoil.

      CAUTION: Food items MUST NOT be refrozen. When frozen foods thaw (unfreeze), bacteria begins to grow and the spoiling process starts.

   D. Do not stock any dairy products above the freezing line.

III. Things to remember while stocking frozen foods:

A. Check the temperature of the box often.

(NOTE: If it is not between -10°F and -20°F, report the problem to the manager so the box can be repaired.

B. Stock the merchandise as quickly as possible after it is taken from the freezer so that the food will not thaw.

C. Rotate the stock in order to keep the stock fresh.

D. NEVER refreeze items that have been thawed.

E. Accept only merchandise that has been properly refrigerated.

(NOTE: Check the temperature of the refrigerated truck when the merchandise is delivered.)

F. Do not stock so high that it is above the freezing line.

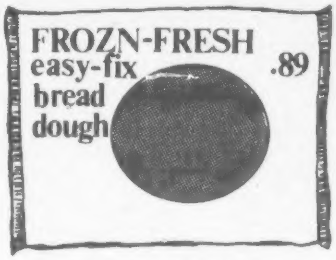
IV. Stocking procedures for frozen foods:

A. Open all boxes with a razor blade knife.

CAUTION: Be careful not to cut any of the items or yourself.

B. Mark the items with either a gum label machine or a price stamper, using special ink for frozen foods.

(NOTE: Be sure the price is clearly marked and easily located.)



C. Pull the old stock forward and put the new stock in behind or under the older merchandise.

(NOTE: Always stock so the old stock will be sold first.)

D. Clean up any mess.

E. Return partly filled boxes and items that were not stocked to the storage freezer.

F. Check other freezer stock for price marks.

G. Restock merchandise that is getting low.

ASSIGNMENT SHEET 10--STOCKING FROZEN FOODS

A. Make a list of frozen foods offered for sale by your store. Indicate which items are sold the most and have to be restocked often by circling the number in front of each.

1.
2.
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15.
16.
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18.
19.
20.
21.
22.
23.
24.

B. Describe the way frozen food inventory is controlled at your store. Tell who is responsible for reordering and how that is handled.

C. How many running feet (total length in feet) of frozen food display cases are there at your training station? How much space in feet does it take to display different foods?

Example: Ice cream--10 feet, orange juice--5 feet

D. How does a stocker prevent frozen foods from spoiling and prolong the shelf-life of the food?

E. How does the stocking of different frozen foods help to contribute to the store's sales?

F. List ten frozen food items. Tell the approximate shelf life and price of each item

ITEM	SHELF-LIFE	PRICE
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

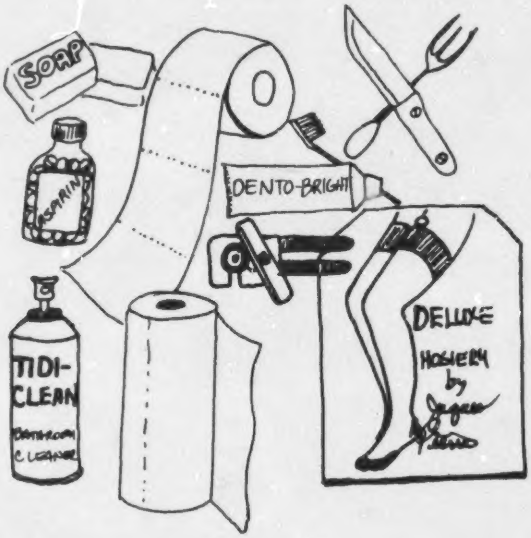
INFORMATION SHEET 9--NON-FOOD ITEMS

I. Reasons non-food items are sold in food stores:

A. They offer the highest margin of profit of all items sold in the food store.

B. They provide convenience for the customers which will help keep them returning to shop in a store.

II. Helpful hints for ordering non-food items:



A. Necessity items sell best--items such as can openers, napkins, toilet paper, toothpaste, and soaps.

B. Items such as nails, bolts, washers, nuts, or faucet repair parts are usually prepackaged into small packs rather than sold individually.

(NOTE: This packaging helps to prevent small items from being easily stolen.)

C. Packaging method should be considered when ordering items to be displayed in a certain part of the store.

(NOTE: The type of package will decide how the item will be displayed: shelves, peg-board, or other method.)

D. Order items that will appeal to certain age groups.

EXAMPLE: Toys, personal grooming items, magazines.

E. Try to order items that have low unit prices and fast turnovers.

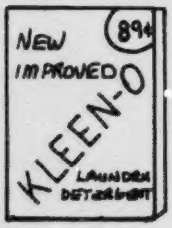
F. Don't order merchandise that may not be bought and used by most customers. It may stay on the shelf for some time and not produce profit turnover.

III. Procedures for stocking non-food items:

A. Open the boxes carefully to avoid cutting the items inside or yourself.

B. If the item is pre-packaged, mark the price clearly on the right-hand front corner, if possible.

(NOTE: Some stores sell these items at the manufacturer's recommended price, which is pre-printed on the package.)



C. Items should be stacked or hung on peg boards or gondola shelves so they will look attractive.

D. Dust the shelves and merchandise with a feather duster as you stock.

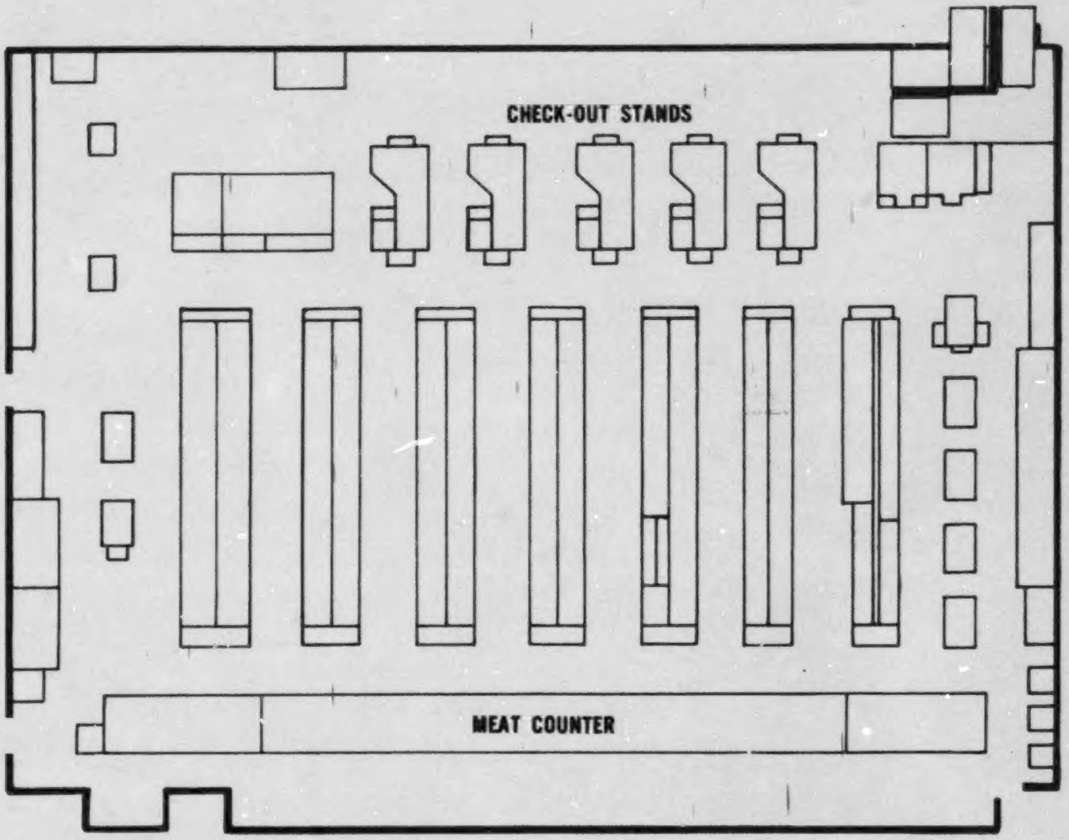
E. Remove the boxes and paper used in packaging.

(NOTE: Be careful to keep the aisles clean and as uncluttered as possible while stocking.)

STOCKER

ASSIGNMENT SHEET 11--STOCKING NON-FOOD ITEMS

Directions: Study the floor plan of the grocery store pictured below. Place a large "X" on the areas where you would display non-food items to produce quick sale. Write the types of items you would display at each location.



ASSIGNMENT SHEET 12--EXPLAIN STOCKING NON-FOOD ITEMS

Directions: Using your training station as an example, answer the following questions below:

A. How does the stocker provide for effective selling of non-food products?

B. How often should the non-food sections be restocked?

C. What five fast selling non-food items would you add to the stock in your store?

INFORMATION SHEET 10--DISPLAYS

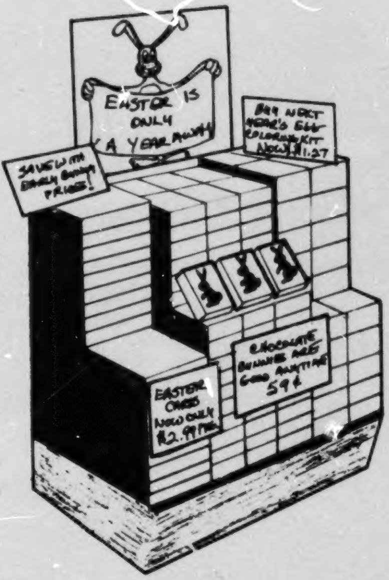
I. Reasons for using displays

A. Displays can increase sales, which increases profits for the store.

B. Displays compliment each other, which causes the customer to watch every display.

C. Displays are designed to help promote the sale of special and seasonal items.

EXAMPLE: Pumpkins displayed before Thanksgiving and Christmas, picnic supplies displayed before Spring and Easter; and candy displayed before Halloween.


EASTER IS ONLY A YEAR AWAY
BUY NEXT YEAR'S EGG COLORING KIT NOW $1.27
SAVE WITH EARLY BUNNY PRICES!
EASTER CARDS NOW ONLY $2.99 PKG.
CHOCOLATE BUNNIES ARE GOOD ANYTIME 59¢

D. Displays call attention to special sales items.

EXAMPLE: Special shipments of detergents can be promoted by using displays.

E. Displays introduce new products.

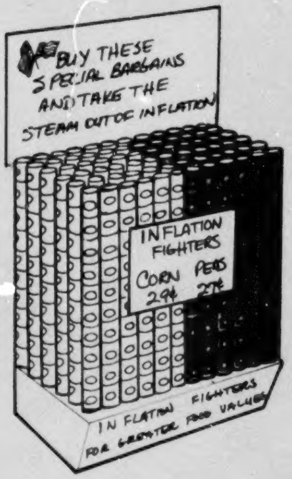
F. Displays suggest new uses for food products.

II. Various ways displays assist in the operation of the store

A. Displays sell more merchandise, which adds to the store's profit, and makes hiring of more employees necessary.

B. Displays create a low-price image. Customer opinion of a store is based on many things, and special displays often create an impression that the store has many good prices and fair pricing policies.

C. Displays help balance inventories. If a mistake in ordering occurs, a special display can often help move extra merchandise quickly before the expiration date.


BUY THESE SPECIAL BARGAINS AND TAKE THE STEAM OUT OF INFLATION
INFLATION FIGHTERS
CORN 29¢
PEAS 27¢
INFLATION FIGHTERS FOR GREATER FOOD VALUES

D. Displays help retail advertising. Special displays of nationally advertised merchandise give the customer a feeling that the store can deliver what is advertised.

E. Displays add variety and help make the store an interesting place to shop.

III. Ways in which displays help the customer:

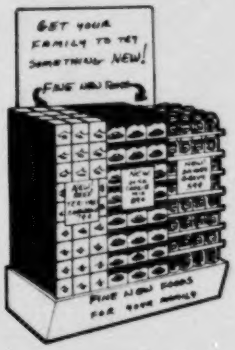
A. Break the monotony of shopping.

B. Offer bargains for the price-conscious consumer.

C. Tell the customer what products are new.

D. Suggest new menu ideas for the shopper.

E. Serve as reminders of things the customer may have overlooked.


GET YOUR FAMILY TO TRY SOMETHING NEW!
FIVE NEW FOODS
FIVE NEW FOODS FOR YOUR FAMILY

IV. Hints on building displays

A. Ask the manager how the display is to be built.

(NOTE: Materials and instructions on how the display is to be built are usually kept on hand by the manager.)

B. Keep customer safety in mind when building the display.

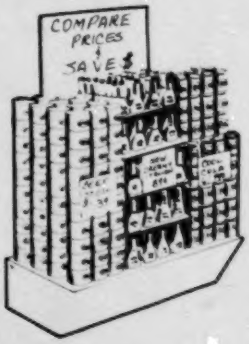
C. Try to keep displays as simple as you can but still attractive.

D. Design displays to fit the season or holiday coming soon.

V. Types of displays

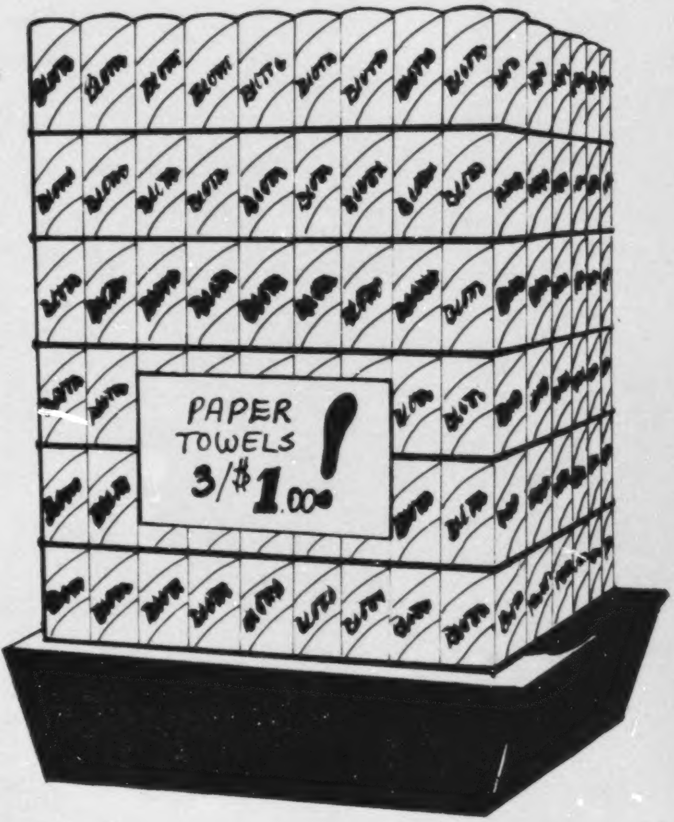
A. Multiple item display--A display of two, three, or four items. This allows the store to feature a variety of merchandise.

(NOTE: Usually this method of displaying merchandise will outsell the single item display.)

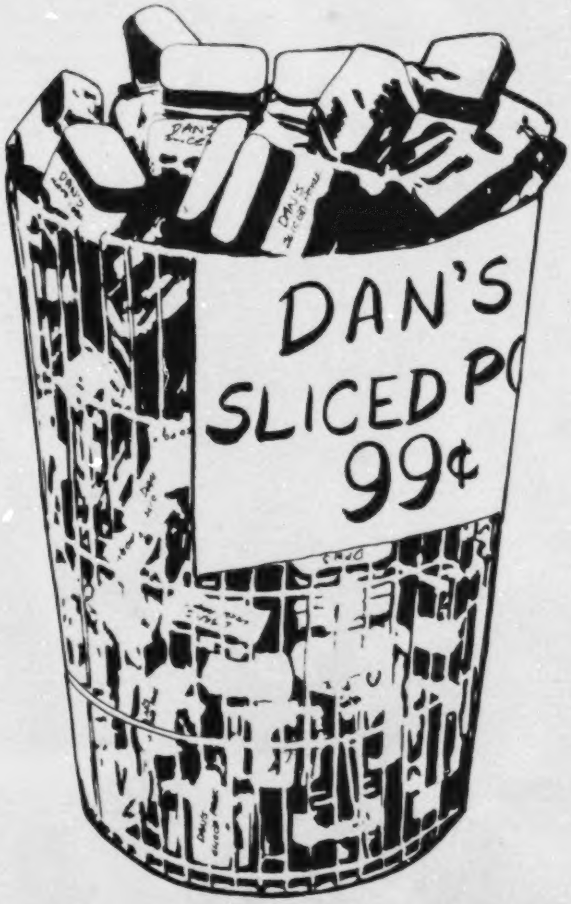


MULTIPLE ITEM DISPLAY

B. Mass display--This display, which features a single item is designed to sell items with a high turnover rate. It can also be used to promote an over-stocked item.



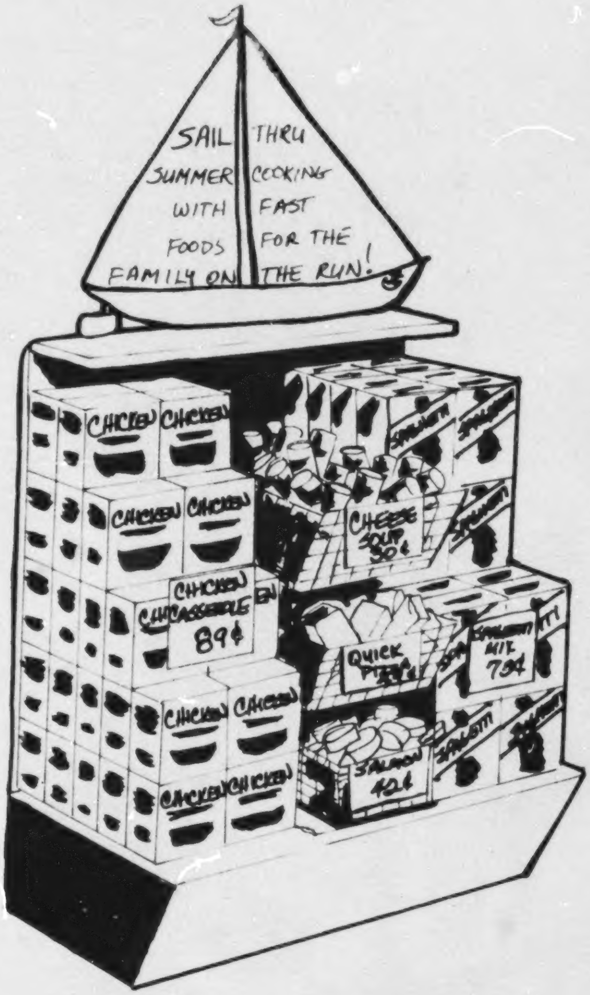
MASS DISPLAY



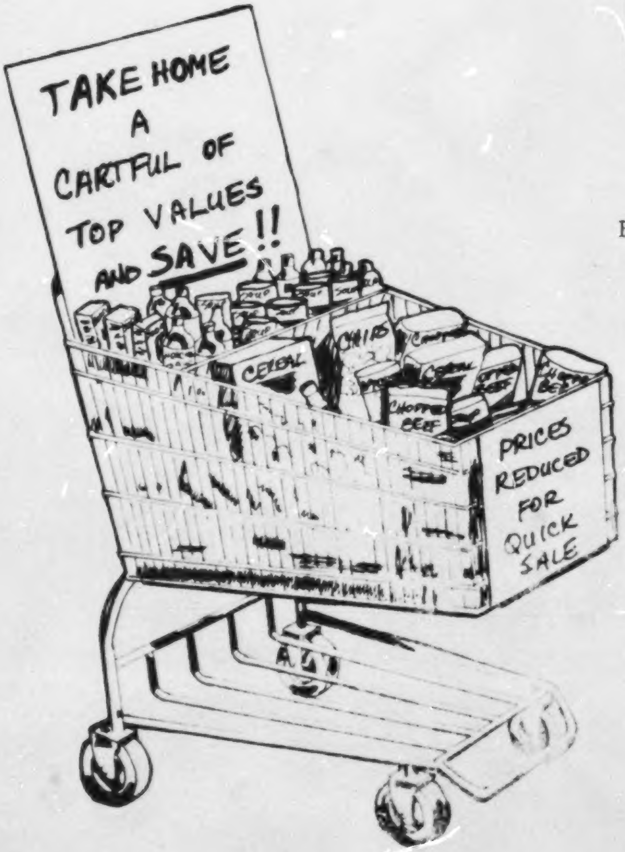
JUMBO DISPLAY

C. Jumble display--This display allows the stocker to place many items in one basket or rack. Jumbling the merchandise attracts some customers because it makes them feel they are getting a bargain.

D. Special display--This type of display is used to give shoppers ideas for planning meals and to introduce new food items.


SAIL THRU
SUMMER COOKING
WITH FAST
FOODS FOR THE
FAMILY ON THE RUN!
CHICKEN
CHEESE SOUP 30¢
CHICKEN CASSEROLE 89¢
QUICK PIZZA
SPAGHETTI MIX 79¢
SALMON 42¢
SPAGHETTI

SPECIAL DISPLAY


TAKE HOME A CARTFUL OF TOP VALUES AND SAVE!!
CEREAL
CHIPS
CHOPPED BEEF
PRICES REDUCED FOR QUICK SALE

E. Shopping cart display--This display is easy to build and is generally used for smaller hard-to-stock items like glass goods, household supplies, candy bars, gum, bagged items, and seasonal specials like Halloween candy. It may also be used to sell reduced-price items.

SHOPPING CART DISPLAY

STOCKER

ASSIGNMENT SHEET 13--WHY DISPLAYS?

Directions: Answer the following questions about the displays used at your store.

1. What types of displays does your store use? Why is each type used?

2. What percentage of total store sales result from:

   a. Shelf displays

   b. Special displays

3. What things should you consider when determining the best location for special displays? Tell why.

4. Describe a special display used on your training station.

5. What type of displays seem to create the most interest? Why?

STOCKER

ASSIGNMENT SHEET 14--DISPLAY DESIGN

Directions: Draw a display of your own design for any two of the following types:

A. Seasonal

B. Special sale

C. Non-food items

STOCKER

ASSIGNMENT SHEET 15--RECOGNIZING SPECIALS

Directions: Using current newspapers and store circulars, point out the prices in each store for the following items. Decide which prices are a "Special." Write in the regular price of the items at your store. Tell which type of display is used to display the special.

Food item	"√" Listed specials	Regular price	Type of display
1. Ground beef			
2. Turkey			
3. Strawberries			
4. Easter eggs			
5. Hosiery			
6. Green beans			
7. Cake mix			
8. Ham			
9. Sweet potatoes			
10. Cat food			
11. Cheese			
12. Eggs			
13. Brooms			
14. Salad dressing			
15. Laundry soap			
16. Soft drinks			
17. Bologna			
18. School crayolas			

STOCKER

INFORMATION SHEET 11--ORDERING MERCHANDISE

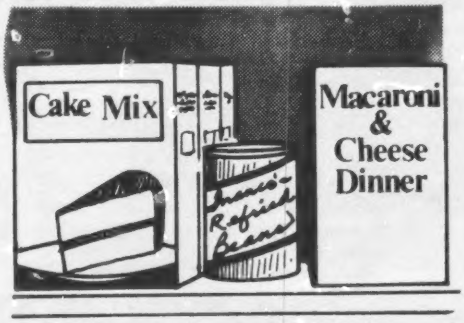
I. When and how much to order for a store

A. Most stores have one person (the stocker) to keep up with inventory and ordering for each department.

(NOTE: Some stores have electronic scanners that are used by the cashier-checker to register prices for the customer during check-out, and also to keep up with inventory for automatic reordering.)

B. Merchandise is usually ordered weekly

C. The success of a store greatly depends on the ability of the stockers and managers to correctly order merchandise--enough so the item does not sell out but not too much so the date runs out, or the item spoils before it is sold.



D. Plan carefully with the store manager so that "specials" are readily available.

II. Procedures in ordering

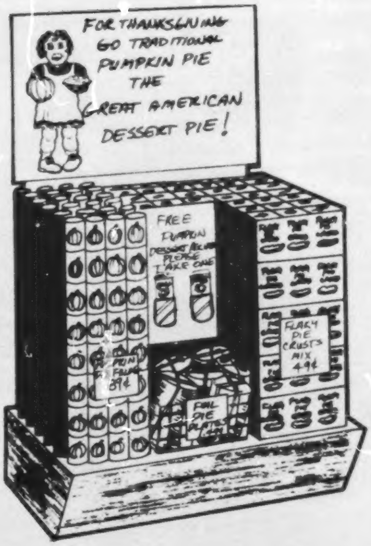
A. Check the amount of stock on the shelves and in the back room.

B. Check the sales record for the past three or four weeks

C. Order the difference between the total stock on hand and the average amount sold during the past few weeks. The amount you order will depend on how often you may order from the supplier.

EXAMPLE: If the stock of an item is low and the past records show you are selling one case of the item every two weeks, then you should order one case. If records show that the store is selling two cases a week, then you should order two cases.

D. If a stocker can predict that the supplier will not be able to fill orders for certain items during a certain time, it is good stock management to place orders for a larger supply of the merchandise that will last through that period of time.


FOR THANKSGIVING
GO TRADITIONAL
PUMPKIN PIE
THE
GREAT AMERICAN
DESSERT PIE!
FREE
PUMPKIN
DESSERT RECIPE
PLEASE
TAKE ONE
FLAKY
PIE
CRUSTS
MIX
49¢
FOIL
PIE
PLATES
89¢

E. The stocker should also check the calendar for holidays during the month. If a holiday or special event is coming up that could affect sales, the order should be adjusted to meet the estimated demands.

EXAMPLE: You may need to order more turkeys and sweet potatoes for holidays such as Thanksgiving and Christmas, or eggs for Easter.

F. Consider any specials the store might advertise.

(NOTE: If is better to run a "Special" a little longer to attract customers than to run out of an item advertised as a "Special." Not having the item can cause the customers to look to other stores for good buys or to charge the store with false advertising.)

STOCKER

ASSIGNMENT SHEET 16--MERCHANDISE ORDERING

Directions: Answer each of the following questions in the space provided.

A. How often does the stocker place orders at your store?

B. What things does the stocker consider when deciding how much merchandise to order?

1.

2.

3.

4.

C. How does the stocker decide how much of a certain item to reorder?

D. You order merchandise for a section in your store every three weeks. For the last four weeks, you have sold 1 case of peaches a day for six days a week. How many cases of peaches will you order for the next three weeks?

E. List fifteen items that the stocker would order. In the space to the right of each column, tell how much of the merchandise is purchased for the appropriate time span.

Examples:
1. Green beans--4 cases
2. 50 lb. bags potatoes--100 bags
3. Lettuce--10 crates

Item	Monthly	Every two weeks	Weekly
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

STOCKER

INFORMATION SHEET 12--HOUSEKEEPING AND MAINTENANCE

I. Importance of this responsibility

A. Merchandise in a store must be kept clean and attractive to encourage customers to buy and come back and buy again.

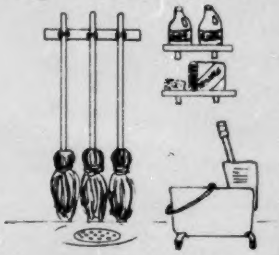
B. Stores usually assign cleaning jobs to certain individuals in the store so that nothing will go uncleaned.

C. Once your cleaning responsibilities have been assigned, you should perform them regularly without being told.

II. Cleaning materials and equipment

A. Stores keep cleaning supplies in one location in the back part of the store.

B. Brooms are used to sweep up broken glass and trash, but not for sweeping the store because they create too much dust in the air.



C. Dust mops are usually used occasionally during the day to sweep up small trash.

D. Mops are used to clean up spills and stains on the floor.

(NOTE: Mops should be washed and hung over the drain or sink each time they are used.)

E. The cleaning supplies storage area should be kept orderly and ready for use.

III. Areas that require cleaning

A. Parking lots--Sweep with a stiff bristle push broom weekly.

B. Front walks--Sweep with a stiff bristle broom daily.

C. Front windows--Wash weekly, using a liquid window cleaner or a mild soap and water solution, and "squeege" dry.

D. Shopping carts--Inspect for loose runners or wheels; oil the wheels; and clean the carts at least once a month.

E. Dairy case--Remove stock and wash the cases with a mild soap solution, usually once a month.

F. Frozen food coolers--Wipe down the exposed metal weekly.

G. Bread and pastry racks--Dust daily and wash with a mild soap and water solution each week.

H. Grocery shelves--When restocking, wash any vacant spaces with a damp cloth, and dust with a feather duster as merchandise is restocked or faced.

I. Glass and bottle shelves--Dust carefully with a feather duster each week while facing the shelf.

J. Floors--Sweep with a soft bristle push broom or dust mop daily.

K. Displays--Dust once a week.

L. Scales--Wash with a mild soap and water solution daily.

M. Check stands--Sweep daily with a straw bristle broom, and mop as needed with a mild soap and water solution.

N. Back room--Sweep at least once a week; keep boxes neatly stacked; pick up trash daily.

O. Rest rooms--Clean thoroughly each day.

1. Clean the sink and commode with a warm detergent solution.

   (NOTE: Use a nylon brush to clean the commode bowl.)

2. Sweep and mop the floor.

3. Resupply the paper towels and toilet paper.

4. Use a disinfectant solution in the bowls.

5. Empty trash.

IV. Mechanical maintenance

A. Check all equipment daily for mechanical failure.

B. Report any mechanical problems to the manager.

C. Remove any faulty equipment from the selling floor so it will not be used by the customers.

EXAMPLE: One common problem is a shopping cart with a broken or bent wheel.

D. Replace any burned out lights, both in the display area and back room.

STOCKER

ASSIGNMENT SHEET 17--WHEN IS MAINTENANCE AND HOUSEKEEPING DONE?

Directions: Place a "✓" in the column that tells how often the cleaning or maintenance should be done.

	Daily	Weekly
A. Grocery shelves		
B. Glass and bottle shelves		
C. Displays		
D. Floors		
E. Bread and pastry racks		
F. Frozen food coolers		
G. Front windows		
H. Parking lots		
I. Shopping carts		
J. Front walks		
K. Back room		
L. Dairy case		
M. Scales		
N. Check stands		
O. Rest rooms		

STOCKER

TEST--PART 1

1. What are the advantages of day stocking?

   a.

   b.

   c.

2. What are the advantages of night stocking?

   a.

   b.

   c.

3. Answer the following statements by writing TRUE or FALSE in the blanks at the left.

   ______ a. Research has shown that fully stocked shelves can yield a 25% increase in sales.

   ______ b. Normal daytime operations will interfere with daytime stocking procedures.

   ______ c. Night stocking will waste more time during clean-up.

   ______ d. If extra supervisory help is needed during night stocking, the store does not pay for it.

   ______ e. During daytime stocking procedures, stockers can help out with checking, bagging, and carry-out.

   ______ f. Night time stocking can leave the day crew short of employees.

   ______ g. Fast moving items cannot be restocked during daytime stocking operations.

   ______ h. Night stocking will allow or make possible night deliveries.

   ______ i. It is easier for people to steal with fewer people working the day shift.

   ______ j. Utility bills are not any higher with night time stocking as compared to daytime stocking.

STOCKER

TEST--PART 2

1. Correctly answer the statements below by writing TRUE or FALSE in the blanks at the left.

____ a. Price marking means placing the correct price on each food item.

____ b. Rotation means merchandise placed in different parts of the store.

____ c. Fresh fruits and vegetables are called produce.

____ d. Dairy products come in the forms of milk, butter, eggs, milk products, and cheese.

____ e. Facing the merchandise means drawing funny faces on canned goods.

____ f. Examples of non-food items are drugs, paper goods, matches, or light bulbs.

____ g. Perishables are canned merchandise.

____ h. Inventory is the quantity of goods or materials on hand.

____ i. Pilferage is theft of small amounts that occurs often.

____ j. A department is a large section of a store.

2. Complete the following statements by filling in the blanks with the correct words from the list below.

advertised specials
pilferage
customer
display
retail
dairy products
wholesale
rotation
prevention

a. Merchandise that has been advertised in newspapers is called ____________________.

b. One who purchases merchandise or service is called the __________________.

c. An eye-catching arrangement that calls the customer's attention to the merchandise is called a ________________.

d. Selling in large quantities for resale is called ____________.

e. Selling in small quantities directly to the customer is called _________________.

f. Theft in small amounts is called __________________.

g. A precaution taken to keep an accident from happening is called ___________________.

h. ______________ is placing old stock in from of new stock so that the stock will remain fresh.

i. Milk, butter, eggs, milk products, cheese, and ice cream are called ___________ ________________.

STOCKER

TEST--PART 3

1. Answer the following statements by writing TRUE or FALSE in the blanks at the left.

_____ a. If people were more safety conscious, accidents would drop to a minimum.

_____ b. Most on-the-job accidents are caused by machines.

_____ c. Experts say 10% of the accidents are caused by unsafe working conditions.

_____ d. 25% of the accidents are unpreventable.

_____ e. Always lift with your legs instead of your back.

_____ f. Getting help with heavy boxes is unnecessary.

_____ g. Be careful when handling boxes that contain glass items.

_____ h. Use a grocery cart to move more than one or two boxes.

2. Answer the following statements by circling the answer that best completes the statement.

a. To lift a heavy load you should:

(1) Stand with your feet 8 to 10 inches apart
(2) Stand with your feet 1 to 2 feet apart

b. The rules for lifting a heavy load state:

(1) You should bend your knees and not your back
(2) You should bend your elbows and not your back

c. You should:

(1) Use your feet to get a good grip on the boxes
(2) Use your hands to get a good grip on the boxes

d. Always:

(1) Leave the box alone if it is too heavy
(2) Get help if a box is too heavy

e. To unpack a box:

(1) Use wire cutters to cut the bands
(2) Use a cutting torch to cut the bands

f. When using a razor blade knife:

(1) Always pull the blade towards you
(2) Always cut away from the body

3. Place a check (✓) in front of the statements that are TRUE.

_________ a. Walk, don't run, to prevent accidents.

_________ b. Never load a grocery cart higher than your shoulder

_________ c. Carry as much as you can every time.

_________ d. The correct way to move a grocery cart is to pull it.

_________ e. Keep exits, doorways, and aisleways clear of any debris.

_________ f. Keep aisleways and work areas clear of trash.

_________ g. To handle a cart correctly, use both hands for control.

_________ h. Always speed down the aisleways and around corners if in a hurry.

STOCKER

TEST--PART 4

1. Point out the receiving duties of the stocker by placing a "✓" in front of each.

_____ a. The truck shipments will always be unloaded by the stocker.

_____ b. The stocker should check the merchandise as it is unloaded to see if it is what was ordered.

_____ c. The stocker takes all merchandise received directly to the selling floor.

_____ d. The stocker makes a record of all damaged merchandise.

_____ e. The extra stock not taken to the selling floor is arranged in the back room so that the older stock will sell first.

_____ f. The stocker should move as much of the stock in the back room as the shelves on the selling floor will handle.

2. Select the methods that a stocker should use in ordering boxes and marking merchandise for the shelf by placing a "✓" in front of each correct statement.

_____ a. Boxes should always be opened and prices marked in the back room before taking them to the shelves.

_____ b. Boxes are carefully opened with razor knives

_____ c. Merchandise is usually price marked before it is shelved.

_____ d. Older merchandise should be marked with new prices when prices change, or shelved so that it will sell first.

_____ e. Merchandise is shelved so that prices face out.

_____ f. "Specials" signs on advertised items are placed by the manager.

_____ g. Most stores used rubber stamps to mark prices on cellophane wrappers.

_____ h. Gummed labels can be used to cover out-of-date prices.

_____ i. Prices can be marked with a regular lead pencil.

_____ j. The rotation of stock forward on the shelf during pricing is done to assure freshness of products as well as to move items with out-dated prices.

STOCKER

TEST--PART 5

1. Indicate the correct methods of preparing dry goods for shelving by circling the number in front of the phrase that best completes each statement.

   a. The boxes of merchandise should be brought from the back room:

      1. and stacked around the display for that item.
      2. as the supply on the shelf is sold down.
      3. at the end of the day only.

   b. Merchandise is price marked:

      1. by the cashier-checker as it is checked out.
      2. before it is shelved.
      3. with several prices so maybe one will be right.

   c. Boxes are opened:

      1. by tearing off the flaps.
      2. by using a pocket knife.
      3. carefully with a razor knife.

   d. Prices should be located:

      1. where the customer cannot find them.
      2. in the same place on every item.
      3. in different places on each item.

   e. The tray packing method is:

      1. a way to box produce.
      2. a way to display stacks of can goods safely.
      3. a way to store used boxes.

2. Point out the correct methods of shelving dry grocery items by placing a "√" in front.

_____ a. Stock should be arranged so that all labels face the same direction.

_____ b. A full box should not be opened if only a few cans are needed to fill the shelf.

_____ c. Extra boxes of an item should be left in front of the display to shelve after some of the stock has been removed.

_____ d. Empty boxes should be returned to the back room as you go for additional merchandise.

_____ e. Dented or damaged items should be removed from the shelf.

_____ f. All stock of an item should be removed from the shelf before restocking.

STOCKER

TEST--PART 6

1. Answer the following statements by writing TRUE or FALSE in the blanks at the left.

______ a. Ordering and inventory control are two of the responsibilities of a produce manager.

______ b. Bananas are usually found in the produce case.

______ c. Pricing and stocking are also responsibilities of the produce stocker.

______ d. Ground meat is found in the produce case.

______ e. A loaf of bread is found in the produce case.

______ f. The produce stocker never rotates the stock.

______ g. Squash is found in the produce section.

______ h. Keeping the produce case clean is important.

______ i. Lettuce is found in the produce case.

______ j. Tomatoes can be found in the produce case.

2. Answer the following statements by placing a circle around the number of the correct answer.

a. Produce arrives at the truck by:

(1) truck (2) car (3) grocery cart (4) mail

b. Produce is:

(1) washed (2) uncrated (3) priced (4) all three answers

c. After pricing the produce, it is:

(1) stocked (2) sorted into piles (3) weighed
(4) none of the these

d. At the end of the day, the produce stocker:

(1) restocks (2) sprays down produce (3) takes a break
(4) 1 and 2

e. Extra produce is:

(1) eaten (2) put in a cool locker (3) thrown away
(4) none of the above

3. Place a check mark (✓) in front of the TRUE statements.

_____ a. Prices should be current and correct.

_____ b. Produce should be stocked fully and carefully.

_____ c. A clean produce case is important.

_____ d. Enough plastic bags should be available for the customer.

_____ e. Messes should be cleaned up at once.

_____ f. Over-stocking can result in lost profits if the produce falls from the case.

4. Point out the things that a customer would look for in the produce display by circling the letter in front of each correct statement.

a. Cleanliness

b. The country name where the produce was grown

c. Freshness of the produce

d. Quality produce for the money

e. A large selection to choose from

f. Attractiveness of display

g. Simple arrangements

h. The higher priced products which mean quality

STOCKER

TEST--PART 7

1. List the four responsibilities of the person in charge of the dairy section.

   a.

   b.

   c.

   d.

2. Place a check (✓) mark in front of items that are usually found in the dairy section.

___ a. Milk

___ b. Bread

___ c. English peas

___ d. Cheese

___ e. Eggs

___ f. Fresh fruit

___ g. Fruit drinks

___ h. Biscuits

___ i. Cookies

___ j. Soup

___ k. Salt

___ l. Butter

___ m. Milk products

___ n. Potatoes

3. Answer the following statements by writing TRUE or FALSE in the blanks at the left.

______ a. Dairy products must be refrigerated.

______ b. Case temperatures usually range from 50°F-75°F.

______ c. All dairy products are perishable.

______ d. All dairy products are also dated.

______ e. Stock rotation is essential for freshness.

______ f. Extra products may be placed above the cold line.

______ g. All labels are to face the customer for easy identification.

______ h. All merchandise must be clearly marked.

______ i. If a mess occurs while stocking, let someone else clean it up.

______ j. Dispose of any empty boxes.

STOCKER

TEST--PART 8

1. Complete the following statements by filling in the blanks with the correct words.

   a. Frozen foods must be kept at a temperature between ______°F to ______°F.

   b. At this temperature, the average shelf life is between ______ and ______ months.

   c. If the temperature of frozen food rises to 0°F - 5°F, bacteria will grow and the food can ____________.

   d. Once a frozen food item has been thawed, it should never be ____________.

2. Answer the following statements correctly by writing TRUE or FALSE below.

   ______ a. Always check the temperature to make sure it is between -10°F and -20°F.

   ______ b. Work as quickly as possible when stocking frozen foods.

   ______ c. Frozen foods do not have to be rotated to stay fresh.

   ______ d. Never refreeze any frozen food items that have thawed.

   ______ e. Accept any merchandise from the trucks even if it has not been properly refrigerated.

   ______ f. Open all boxes with scissors.

   ______ g. Mark all frozen food items with a magic marker.

   ______ h. New stock always goes under or behind the old stock.

   ______ i. Leave any mess for the sackers.

   ______ j. Throw away any items that will not go into the freezer section.

STOCKER

TEST--PART 9

1. Point out the things to consider when ordering non-food items by writing TRUE or FALSE in front of each statement below.

_____ a. Non-food items have a small margin of profit.

_____ b. Customers will return to stores that have conveniences such as non-food items.

_____ c. Necessity non-food items sell very well.

_____ d. Small items such as nails, bolts, or faucet repair parts should be sold individually and not packaged.

_____ e. Package appearance will not affect sales of a product.

_____ f. It is good to order items such as toys that appeal to a certain age group.

_____ g. The highest priced items should always be ordered to maintain quality.

_____ h. Stores can always sell trinkets and what-nots so keep a good supply.

2. Select the correct procedures for stocking non-food items by circling the answer that best completes each statement.

a. Boxes should be opened ______________.

(1) quickly.

(2) carefully.

(3) by the manager.

b. If an item is pre-packaged, it should be ______________.

(1) opened and shelved.

(2) price-marked on the right front.

(3) refrigerated so it doesn't spoil.

c. Most non-food items are ___________.

(1) stocked in baskets.

(2) shelved or hung on peg boards.

(3) hidden from view.

d. Dusting should be done ____________.

(1) once a month.

(2) if you can't see the merchandise.

(3) as you stock.

STOCKER

TEST--PART 10

1. Select the correct reasons displays are used in stores by writing TRUE or FALSE in the spaces at the left.

______ a. One display will have an effect on another one.

______ b. Displays are designed to help the customer park.

______ c. A display gives the customer ideas for new ways of preparing foods.

______ d. Displays make more profits for the store.

______ e. Displays also help balance the inventory.

______ f. Displays strengthen the trucking industry.

______ g. Displays help make the grocery store an interesting place to visit.

______ h. Displays strengthen the store's retail advertising.

______ i. Displays remind customers of their needs for holidays.

2. Place a check (✓) mark in front of the ways a display can help the customer.

______ a. It breaks the monotony.

______ b. It tells the customer of a bargain.

______ c. It tells what products are new.

______ d. It gives the customer new ideas for cooking.

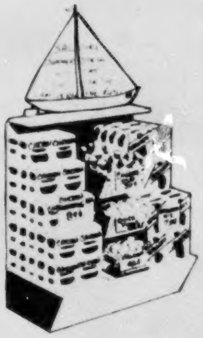
______ e. It serves as a reminder of things you have forgotten.

______ f. It helps your children to behave.

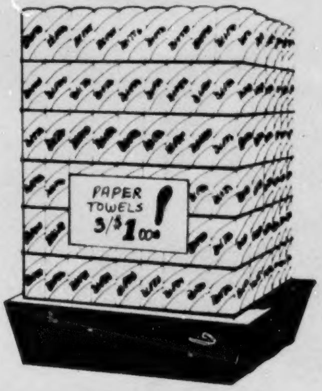
______ g. It tells you where to park.

______ h. It can help the customer get things free.

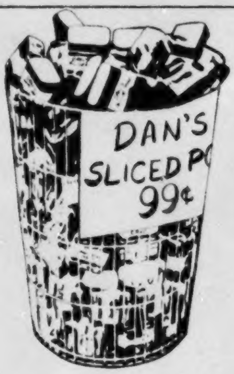
3. Identify the different types of displays by writing the correct name under the picture of each



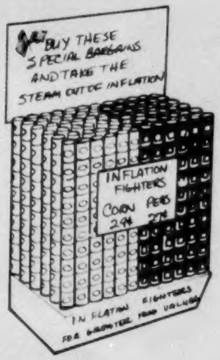
a. ____________________


PAPER TOWELS
3/$1.00!

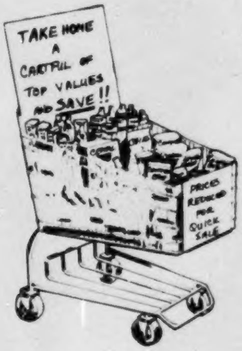
b. ____________________


DAN'S
SLICED PO
99¢

c. ____________________


BUY THESE SPECIAL BARGAINS AND TAKE THE STEAM OUT OF INFLATION
INFLATION FIGHTERS
CORN PEAS
29¢ 29¢
INFLATION FIGHTERS FOR GREATER FOOD VALUES

d. ____________________


TAKE HOME A CARTFUL OF TOP VALUES AND SAVE!!
PRICES REDUCED FOR QUICK SALE

e. ____________________

STOCKER

TEST--PART 11

Determine the correct methods of ordering merchandise by writing the letter in front of each term on the right in the correct blank in front of each phrase.

_____ 1. The person in the store that usually turns in an order for stock in a department.

_____ 2. Some stores keep an inventory of the stock-on-hand by having the cashier-checker use a

_____ 3. Merchandise is usually ordered every

_____ 4. A store's success depends on the ability of the stocker and manager to correctly

_____ 5. When ordering, check with the manager for

_____ 6. To find out the total amount of inventory on hand of one item, add the amount of stock on the shelves to that in

_____ 7. To determine how much of an item is sold each week, you should average the sales for the last

_____ 8. More seasonal items should be ordered for

_____ 9. When the stocker finds out that the supplier cannot deliver certain items during a certain time of the month, the stocker should order a

_____10. If your average weekly sales of an item is three cases, to last four weeks you should order

a. week

b. order

c. advertised specials

d. twelve cases

e. the back room

f. holidays

g. larger supply

h. electronic scanner

i. three weeks

j. stocker

STOCKER

TEST--PART 12

1. Select the correct housekeeping and maintenance factors by answering TRUE or FALSE to each statement

_____ a. Merchandise should be kept clean and attractive to encourage customers to shop and buy at the store.

_____ b. Cleaning duties are usually assigned to employees in the store.

_____ c. You can get out of cleaning duties if you do not do them correctly.

_____ d. Cleaning supplies are usually scattered all over the store so they will always be close when needed.

_____ e. Brooms are not often used to sweep in stores because they create too much dust.

_____ f. Mops should be washed once a week.

_____ g. Leave it up to the other employees to straighten the cleaning supplies storage area.

_____ h. To get rid of spills on the floor, pile empty boxes over them.

2. Point out how often each of the areas in a food store are usually cleaned by writing DAILY, WEEKLY, or MONTHLY in the blank in front of each statement.

_____ a. Parking lots should be swept with a stiff bristle broom

_____ b. Front windows should be cleaned with a window cleaner and "squeeged" dry.

_____ c. The front walks should be swept with a stiff bristle broom.

_____ d. The shopping carts should be cleaned and inspected for loose runners and oil the wheels.

_____ e. The stock removed and the dairy case food coolers should be washed.

_____ f. The exposed metal on the frozen food coolers should be wiped down.

_____ g. The bread and pastry racks should be dusted.

_____ h. Shelves of bottles should be dusted.

_____ i. The floors should be dust mopped.

_____ j. Displays should be dusted.

_____ k. The scales should be washed with a mild soap solution.

_____ l. The checkstands should be swept and mopped around.

_____ m. Boxes should be stacked in the back room and the floor swept.

_____ n. Rest rooms should be cleaned well.